

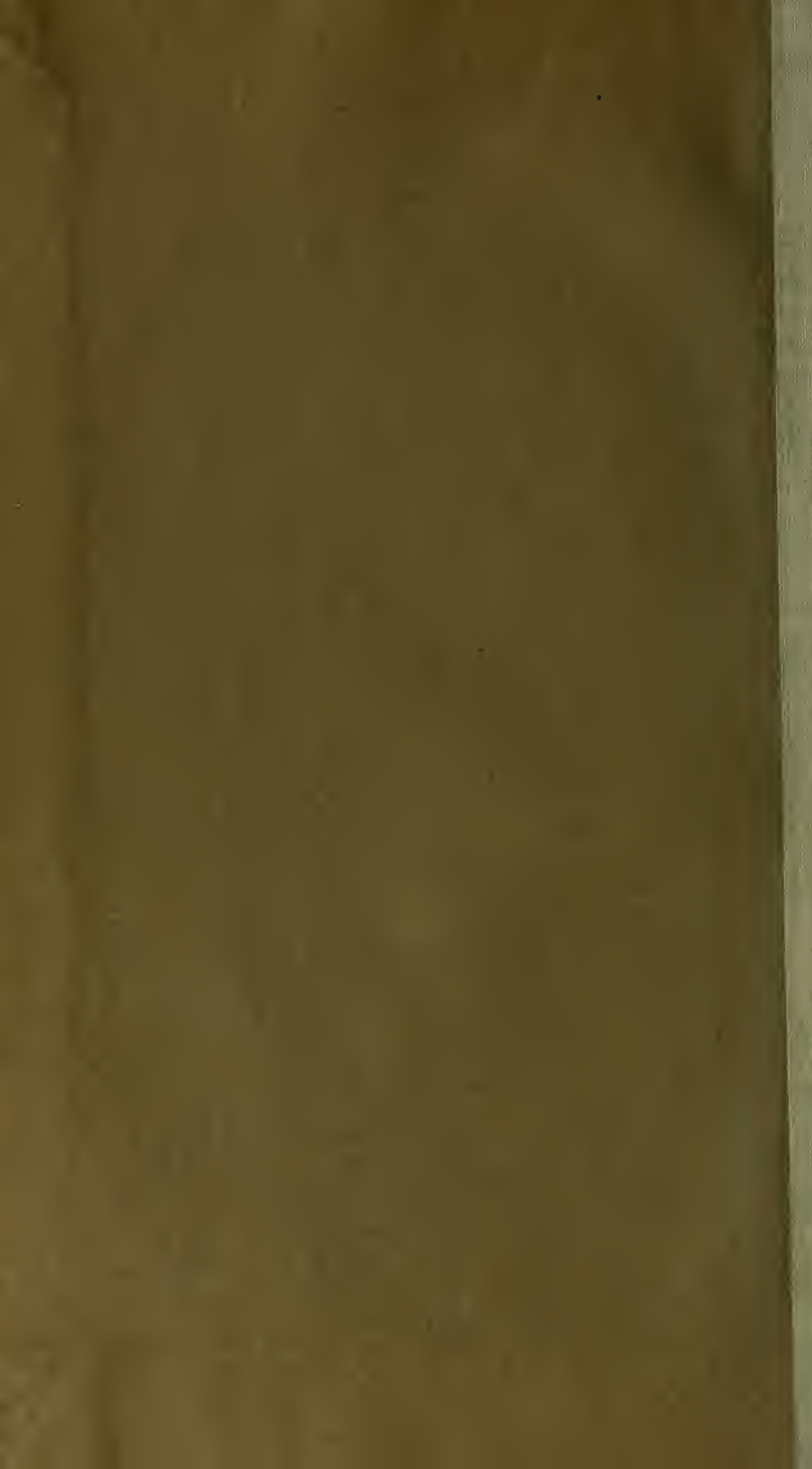
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THE SCHOOLMASTER.

A Journal of Educational Literature and News.

VOLUME III.

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WOMAN IN COLLEGE.

In his recent inaugural address, President Eliot of Harvard University founds his main objection to the admission of women students on "the difficulties involved in the common residence of hundreds of young men and women of immature character and marriageable age." He then goes on, somewhat pathetically, to declare that "the necessary police regulations are exceedingly burdensome." To these remarks, T. W. Higginson, in *The Woman's Journal*, makes the following happy response:—

The single fact is, that President Eliot, while training himself admirably on most departments of the science of education, seems, in this direction, never to have opened his eyes. Had he done so, he must have seen that instead of this being "a matter concerning which prejudices are deep, and opinion inflammable, and experience scanty," it is, on the other hand, a matter where prejudices are turning out to be shallow, and opinion is becoming reasonable, and experience is very large, and accumulating day by day. Precisely these imaginary arguments of some supposed depth of prejudice, and excitability of opinion, were always brought to bear against the introduction of colored pupils into schools; but this alarm was a bubble that vanished at a touch, and it always turned out that nobody had any very serious objections.

What was found true of the mixture of colors will be found true of the combination of sexes, so far as the prejudices of any part of the community are concerned. When the thing is once done, everybody will soon forget that the practice was ever otherwise. Thus much for public opinion; now let us look at the "scanty experience."

New England has, for many years, been full of country academies, in a large part of which there has been just this combination of young men and maidens which President Eliot deprecates. The average age is not far different from that of students in college, and if the average social and intellectual culture is less in these academies, that increases the value of the experiment. New England is also full of high schools, in which joint education is the general rule. The pupils of these, unlike those of the academies, are day scholars, though they include many who have taken up their residence in the town expressly to attend the High School. Add to these the Normal School, in some of which the sexes are united; add also the constantly increasing tendency to the same union in private schools, and we have, instead of a "scanty experience," a vast body of carefully tried experiment. The peculiarity of this experiment is that it all points one way; one rarely hears of a mixed school divided again, while

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constant changes are occurring in the other direction. In public and in private schools, in academies and high schools, it is found that the "police regulations" which so alarm President Eliot, are in fact but a simple and easy thing.

Now, it is impossible to say that these experiments are not directly in point. It is absurd to say that a more cultivated social atmosphere, and a higher intellectual training are to make it more difficult for young men and maidens to live properly together. If boys and girls can study algebra safely together at Leicester, there is no reason why they should be demoralized by jointly exploring the Differential Calculus at Cambridge. If Virgil is an innocuous study at the Putnam School at Newburyport, Homer cannot be spiritual death for joint classes at Harvard. If three hundred pupils of both sexes, from a dozen different states, can be safely superintended at the Williston Seminary, in Easthampton, the same thing can be done any where else. It is a sheer insult to assert that college boys must be assumed to be brutes, and only academy boys trusted to act like gentlemen.

So clear is all this, that the West, if not the East, has long since made the slight step from the academy to the college. For thirty-five years at Oberlin—for a shorter period at other points—this combination has been tried. An experiment of thirty-five years' standing has long since passed beyond the epoch of experiment, though it can be ignored like any other experiment, by simply closing one's eyes. A college of more than a thousand annual pupils—a college which has furnished ten other colleges with presidents, and which claims twenty-two such institutions as having sprung from its own bosom—such a college might be visible, one would think, as far as Boston, and might have its experience reckoned as something more than scanty.

President Finney testifies, as all

good teachers testify, that the labor of discipline is greatly reduced, not increased, by the presence of women. He says, moreover, that he has known a year to pass, at Oberlin, without the need of a single presidential admonition. God grant to the new Harvard President, untrammelled by the necessity of making police regulations for women, a year of such miraculous peace!

More unequivocal yet is the testimony of President Blanchard of Knox College, Galesburg, Illinois, as to the disciplinary results of the admission of women. He has lately given a detailed account of his fourteen years' experience, in the *New York Independent*, and thus sums it up:—

'I would not be president of any but a college where both sexes were pupils. In fourteen years at Knox College, with an annual attendance of 200 to 500 pupils, there were eleven years in which I never had to take a case of discipline before our faculty; yet the faculty alone had power to expel. Young men would rather be fined, rusticated, expelled, any and all put together, than have the misdemeanors of which they were known to be guilty, calmly discussed in the college chapel, where the young ladies are present. Hazing, practising initiations by tossing in a blanket, etc., as are now practiced at Yale, Brown and other old colleges—coarse practical jokes, and general devilry; these cease to be funny since girls cannot take a part in them, and no college police-power can exterminate, by mere vigilance and severity, such miserable horse-play, which yet perishes at once before female contempt.'

SOUTHERN ILLINOIS NORMAL.

The trustees of this institution have let the contract for the building. The contracting party receives, in payment, the donations in bonds, lands, and money, given by the people of Carbondale to secure its location. It is expected that the building will be completed by September, 1870.

EDUCATED MEN.

The men who construct railroads, canals, docks, bridges, break-waters; who build locomotives, steamboats, tunnels, water works, telegraphs, printing presses, sewing machines, agricultural implements; who erect works of architecture, dredge rivers, protect harbors, drain swamps, improve the soils, and prepare the earth for the service of man; who survey the coasts, mountains and plains, determine the laws of climate, the effects of latitude, longitude and altitude, the value and use of materials, the sources of wealth, health and prosperity; the inventors, the artists, the chemists and masters of physical and mechanical philosophy—these are all educated men; and it is *their* education which moves the world. Take such a human hive as the machine shops of the Alton & St. Louis Railroad: are not the men who superintend and direct all these useful labors educated men? and is not the knowledge of their art education? Is he not an educated man who can project an ocean steamer, and superintend its building in all the details? Is he not an educated man who can convert crude petroleum into thirty substances useful to man? In short, is not every man who is master of the science and art of his own department of industry necessarily “an educated man?”

The field of knowledge has grown too vast for any one man; some are educated in one department and some in another; but in all fairness, every man should be deemed *educated* who has had his faculties drawn out to the mastery of any department of useful knowledge.—*Pantagraph*.

We hear sometimes of an action for damages against the unqualified medical practitioner, who has deformed a broken limb in pretending to heal it. But what about the hundreds of thousands of minds that have been deformed forever by the incapable pettifoggers who have pretended to form them!

CHARLES DICKENS.

IMPORTANCE OF TRAINING
PUPILS OF OUR SCHOOLS
FOR CITIZENS.

No American can be said to be educated who does not know something of the government, constitution and laws of his own country; or voter in a Republic intelligent who does not understand minutely its constitution and government.

If there be question whether our Republic, can stand, except on the basis of the *intelligent consent* of the governed, let our memory revert to the late struggle, which was fed at first by circulation of assertions and principles, among the uneducated masses, stirring their passions till our land was deluged with blood. Whereas they should have fallen harmless among those taught in school better things, even the indisputable and harmonious principles which underlie the Fabric *reared* by men honored for their integrity, and clear perception of the rights of citizenship, sustained and defended in the trying hour by men who, like Webster, believed Liberty and Union compatible with our Constitution, and which can only be transmitted to posterity by vigilance of those who have charge of our youth. As is well and wisely said by one of our own leading educators, “unless our common schools do something to train up intelligent citizens, they ought not to be supported at the public expense.”

W. A. Jones, President of the Indiana State Normal School, at Terre Haute, has entered upon his duties. W. B. Powell, recently Superintendent of Schools in Peru, succeeds Mr. Jones as Principal of the High School in Aurora.

W. D. Hall, formerly principal of schools, Clinton, has accepted the superintendency of the LaSalle schools. We are glad to chronicle this additional evidence of the success of our Normal graduates.

ILLINOIS STATE TEACHERS' ASSOCIATION.

FIRST DAY, DECEMBER 28, 1869.

The Association convened at Turn Hall, in the city of Ottawa, and was called to order by the President, George Howland, of Chicago. An address of welcome was delivered by Hon. J. D. Caton, of Ottawa. The address of the President we had not the pleasure of hearing. It was highly commended.

Arriving in season to attend the afternoon session, we were much interested in the able and statesmanlike address by Dr. Newton Bateman, Superintendent of Public Instruction. Subject, *Amendments of the School Law*. The address seemed especially well timed, in view of the present Constitutional Convention. It was stated that the present system of free schools in Illinois has no other foundation than a mere statutory provision, liable at any time to be abolished by the power which created it. The system should rest upon a constitutional provision. The speaker met the question of compulsory education fairly and bravely. The idea, it was stated, was not new, but one which is already in some States carefully and most successfully enforced.

Dr. Bateman read a draft of a proposed amendment to the State Constitution, embodying the ideas contained in his valuable paper. The reading of the address was followed by a discussion of the same, by J. F. Eberhart, of Chicago, Dr. R. Edwards and Prof. E. C. Hewett, of Normal, and B. G. Roots, of Tamaroa. Much of what was said was quite irrelevant, though some part was quite amusing.

In the evening the hall was densely thronged. It is a dingy little room, quite inadequate, one would suppose, to the needs of so intelligent and enterprising a community as Ottawa. We were informed that it is the largest audience room in the city.

A Lecture was delivered upon the Importance of History to American citizens, and Methods of Study, by Rev.

T. M. Post, D. D., of St. Louis. The venerable speaker began by giving some interesting personal reminiscences. Thirty-six years ago, a young teacher, he visited this spot, where was then but a single house, swam the Illinois, climbed Starved Rock, and surveyed the broad expanse of beautiful wild country around. He spoke incidentally in terms of high compliment of Dr. Bateman, who was formerly his pupil.

To this lecture no brief abstract will do justice. Condensed in style, but beautiful in rhetoric, profoundly philosophic, but adorned with the flowers of poetry, it appealed to the minds and souls of all lovers of the true, the beautiful and the good. The speaker concluded with a peroration of great beauty and power.

SECOND DAY, DECEMBER 29th.

The Association met in three sections. In the Primary School Section, an Essay was read by S. H. White, Principal of the Peoria County Normal School, on *The Course of Study for Primary Schools*. It was carefully prepared, minute and thoroughly practical. Mrs. E. F. Young, of the Chicago Normal School, read a paper entitled *The Successful Teacher*. The first requisite is self-confidence; the second, unswerving firmness. From the reported remark, (we did not have the pleasure of hearing the essay read) "avoid mirth, never laugh, rather cry," we must dissent entirely. We would say rather, be natural, laugh with your pupils when there is anything to laugh at. It is but a poor, cheap kind of pedagogic "dignity," which is harmed by a little innocent merriment.

Miss Lucia Kingsley, of Normal, illustrated her method of Teaching Primary Reading with a class of young children. It was an interesting and useful exercise.

Miss R. E. Wallace, of Aurora, also conducted a class exercise which was highly commended.

A very pleasing Essay upon the *Philosophy of Primary Teaching*, was

read by Miss H. G. Paddock, of the Cook County Normal School.

The Intermediate School Section convened at the Methodist Church. The principal exercises were, *Course of Study for Intermediate School*, a paper by J. H. Blodgett, of Rockford, a carefully written, but somewhat dry essay; an extemporaneous address by W. B. Powell, of Peru, upon the *Elements of English Grammar and the Methods of Teaching it*, in which the speaker advocated a three years' course without the use of a text-book—a very excellent idea, we may be permitted to say, for old and good teachers like the speaker, but worse than useless for a tyro at teaching, and an Address upon *Elementary Geography*, by Prof. E. C. Hewett, of Normal. The latter was a vivacious and spirited effort, and rich in practical suggestion.

The discussions, so called, of this Section, amounted to little or nothing.

The High School Section opened with a somewhat desultory discussion, participated in by E. A. Gastman, of Decatur, and B. P. Marsh, of Bloomington. J. B. Roberts, of Galesburg, read a paper upon the question *To what extent should a pupil have a choice of studies in the High School?*

Among the leading features of the afternoon session, was a thoughtful paper upon *Incentives to Study—The Uses and Abuses of the Record System*, by H. L. Boltwood, of Princeton. The speaker strongly advocated the self-reporting system, we are sorry to say. Sorry to say, because in our observation, this is a premium on dishonesty, and the strongest temptation thereto.

J. L. Pickard, Superintendent of Schools, Chicago, from a special committee upon the Length of School Sessions, reported the result of extensive inquiries of school superintendents and prominent teachers upon the subject. It was unanimously agreed that a session of three hours a day is long enough.

By general request, Major J. W. Powell, the Colorado explorer, delivered

a lecture upon *The Canons of the Colorado*. No exercise of the three days session excited so much interest. It was not the ten thousandth repetition of an old, old story, but the fresh, vivid description by a spirited speaker of a recent experience, unsurpassed in the history of ancient or modern adventure, for cool bravery under circumstances of the most fearful peril. By the help of a beautifully painted chart, the speaker gave added clearness to his narrative. The remarkable geological phenomena for the first time made known to the world, were sufficiently striking to absorb the attention of the least scientific hearer, while the graphic tale of hair-breadth escapes in shooting the cataracts of the raging river, thrilled the heart of every listener.

The Compensation of Lady Teachers was the subject of an admirable essay by Miss Eliza J. Read, Aurora. No lover of fair play could listen to the convincing statements of the speaker, while she proved by unquestioned statistics that female teachers are receiving from one-third to one-half only of the compensation paid to men for work neither greater in amount nor better in quality, without feeling an eager desire to aid in correcting so great an evil. The essayist expressed very earnestly her conviction that the one remedy for these ills is the exercise by women of their right to suffrage. This may seem to some very nonsensical, but it is to our mind very good sense notwithstanding. Women will receive a like compensation with men for like work, just so soon as they exercise the right of suffrage, and *not an hour sooner*.

Dr. John P. Gulliver, President of Knox College, after a hearty endorsement of the paper of Miss Read, delivered an address upon *The Classics in Schools*. It was able and scholarly—a plea for classical culture where so bold a defence is rarely heard in these days. Considering that the great end to be attained by a school system is to give the child the complete mastery of

his own faculties, he showed how a classical drill secures this end. In the opinion of the speaker, more useful mental discipline is gained by the thorough mastery of a difficult sentence in Latin, than by a week's study of chemistry, or a month passed in a grocery store. Rather too strongly stated, we think.

THIRD DAY, DECEMBER 30.

Rev. Fred. C. Wines, of Springfield, discussed the question, *What shall be done with a class of boys under fifteen years of age, who are corrupt and criminal in their practices?* Should they be expelled from the public schools? The speaker took very strong ground against expulsion as the severest of punishments. He would himself ten thousand times rather have his boy whipped than expelled. What we want, he said truly, is a public sentiment that will sustain lawful authority. We were glad to hear the speaker take high ground against the mawkish, wishy-washy, twaddling sentimentality which is of late shedding its crocodile tears over corporal punishment in schools, and fostering a spirit of insubordination among roguish scholars. The rod need be resorted to but seldom by a skilful teacher, it is true; but the millennium is not so near *as yet*, that we can banish it altogether from the public schools.

A long, dry and tedious lecture was read by Judge J. D. Caton, of Ottawa, upon *The Origin of the Prairies*. The paper exhibited considerable thought, but its science was neither very fresh nor very profound. It is surely a sad waste of time to show *theoretically* that trees will grow on the prairies, when everybody knows that they will and do.

In the afternoon session, Pres. R. Edwards, of the Normal University, spoke upon the subject, *The Education Needed by the American People*. A harmonious, symmetrical, thorough, discriminating, radical, and at the same time conservative culture is needed. The lecture was eloquent and impressive.

The following gentlemen were appointed officers of the Association:—President, T. H. Clark, of Ottawa; Mr. D. S. Wentworth, for Vice-President at large; for First District, J. L. Pickard, of Chicago; Second, J. L. Allen, of Waukegan; Third, A. J. Blanchard, of Rochelle; Fourth, H. J. Arnold, of Warsaw; Fifth, A. G. Clark, of Peoria; Sixth, O. M. Tucker, of Tonica; Seventh, T. R. Leal, of Urbana; Eighth, J. A. Sewall, of Normal; Ninth, O. M. Andrews, of Macomb; Tenth, I. Wilkinson, of Jacksonville; Eleventh, not represented, the name of Mr. Forbes, of Benton, having been given as a representative; Twelfth, H. H. L. Smith, of Alton; Thirteenth, B. G. Roots, of Tamaroa. For Secretary, E. W. Coy; Treasurer, B. P. Marsh. Executive Committee, W. B. Powell, I. S. Baker, and J. H. Blodgett.

At the evening session the usual resolutions were read by J. W. Cook, of Normal, chairman of the committee.

Dr. Joseph Haven, of Chicago, then delivered a graceful and pleasing address on *The Scholar's Vocation*. It was not a profound or original production, but eminently sensible, while agreeably commonplace.

The exercises of the three days were agreeably diversified with music by Dr. Miller, Mr. Bliss, and others. This was frequently humorous, and the better for that.

On the whole, this Association meeting was unusually successful. The order and attendance were better than usual. The exercises always respectable and sometimes superior, while the irrepressible gentlemen, whose mission seems to be to make and second motions for the privilege of getting their names (misspelled) in the newspapers, were less prominent than usual.

Of one thing there can be no question. The hearty and generous hospitality of the good people of Ottawa will not soon be forgotten by eight hundred gratified recipients.

CHARLES DICKENS'S COUNSEL
TO STUDENTS.

In a recent speech at Birmingham, Mr. Dickens said: To the students generally I have had in my mind, first, to commend the short motto in two words, "Courage—Persevere." This is the motto of a friend and worker. Not because the eyes of Europe are upon them, for I don't in the least believe it; nor because the eyes of even England are upon them, for I don't in the least believe it; not because their doings will be proclaimed with blast of trumpet at street corners, for no such musical performance will take place; not because self-improvement is at all certain to lead to worldly success, but simply because it is good and right of itself, and because being so, it does assuredly bring with it its own resources and its own rewards. I would farther commend to them a very wise and witty piece of advice, on the conduct of the understanding, by Rev. Sydney Smith—wisest and wittiest of the friends I have lost. He says, "There is a piece of foppery which is to be cautiously guarded against—the foppery of universality—of knowing all sciences, and excelling in all arts,—chemistry, mathematics, algebra, dancing, history, reasoning, riding, fencing, Low Dutch, High Dutch, and natural philosophy. In short, the modern precept of education very often is, 'Take the Admirable Crichton for your model; I would have you ignorant of nothing.' Now," said he "my advice, on the contrary, is to have the courage to be ignorant of a great number of things, in order that you may avoid the calamity of being ignorant of everything."

To this I would superadd a little truth, which holds equally good of my own life, and the life of every eminent man I have ever known. *The one serviceable, safe, certain, remunerative, attainable quality in every study and every pursuit is the quality of attention.* My own invention or imagination, such as it is, I can most truthfully

assure you, would never have served me as it has, but for the habit of commonplace, humble, patient, daily, toiling, drudging, attention. Genius, vivacity, quickness of penetration, brilliancy in association of ideas will not be commanded; but attention, after due term of submissive service, will. Like certain plants which to the poorest peasant may grow in the poorest soil, it can be cultivated by any one, and it is certain, in its own good season, to bring forth flowers and fruit.

GAINING THE ATTENTION.

The teacher who fails to get the attention of his pupils, fails wholly. There is, and there can be, no teaching where this is not secured. Gaining the attention, however, is not the only indispensable condition. We have seen a class wrought by tricks and devices to the highest pitch of aroused mental activity, fairly panting with eagerness, yet learning nothing. The teacher had the knack of stirring them up and lashing them into a half frenzy of expectation, without having any substantial knowledge wherewith to reward their eagerness. With his one-sided skill, he was but a mountebank. For real successful teaching, there must be these two things: the ability to hold the minds of the children, and the ability to give them sound and seasonable instruction. Lacking the latter ability, the pupil goes away with his vessel unfilled; lacking the former, the teacher only pours water upon the ground.

How shall the teacher secure attention? In the first place, let him make up his mind that he will have it. This is half the battle. Let him settle it with himself, that, until he does this, he is doing nothing; that without the attention of his pupils, he is no more a teacher than the chair which he occupies. With this truth fully realized, he will come before his class resolved to have a hearing; and this very resolution will have its effect

upon the scholars. Children are quick to discern the mental attitude of a teacher. They know, as by instinct, whether he is in earnest or not, and in all ordinary cases, they yield, without dispute, to a claim resolutely put.

This, then, is the first duty of the teacher. He must go to his class with the resolute determination of making every scholar feel his presence all the time.

The moment a pupil shows that the consciousness of a teacher's presence is not on his mind, as a restraining or attracting power, something is wrong. The first step toward producing that consciousness, as an abiding influence, is for the teacher to determine in his own mind to bring it about. Without being arrogant, without being dictatorial, without being or doing anything that is disagreeable or unbecoming, he must put forth a distinct power of self-assertion. He must determine to make them feel that he is there, that he is there all the time, and that he is there to every one of them. In the next place, the teacher must not disappoint the attention which his manner has challenged. He must have something of value to communicate. He must be thoroughly prepared in the lesson, so that the pupils shall feel that they are learning from him. His lips must keep knowledge. The human heart thirsts for knowledge. This is one of its natural instincts; and nothing is more common than to see children hanging with fondness around one who has something to tell them. Let the teacher then be sure to have something to say, as well as be determined to say it.

In the third place, the teacher must have his knowledge perfectly at command. It must be on the tip of his tongue. If he hesitates, and stops to think, or to look in his book for the purpose of hunting up what he has to tell them, he will be very apt to lose his chance. Teaching children, particularly young children, is like shooting birds on the wing. The moment the

bird is in sight, you must fire. The moment you have the child's eye, be ready to speak. This readiness of utterance is a matter to be cultivated. The ripest scholars are often sadly deficient in it; the very habit of profound study being apt to induce slowness. A teacher who is conscious of this defect, must resolutely set himself to resist it and overcome it. He can do so if he will. But it requires resolution and effort.

In the fourth place, the teacher should place himself so that every pupil in the class is in sight. It is not uncommon to see a teacher pressing close up to the centre of his class, so that if he turns his face to one side, he must at the same time turn his back to those on the other. Always sit or stand where you can see the face of every pupil. I have seen the whole character of the instruction and discipline of a class changed by the observance of this simple rule.

Another rule is, to use your eyes quite as much as your tongue. If you want your class to look at you, you must look at them. The eye has a magic power. It wins, it guides, it rewards, it punishes, it controls. You must learn how to see every child all the time. Some teachers seem to be able to see only one pupil at a time. This will never do. While you are giving this absorbed attention to one, all the rest are running wild. Neither will it do for the teacher to be looking about much, to see what is going on among the other classes in the room. Your scholars' eyes will be very apt to follow yours. You are the engineer, they are the passengers. If you run off the track, they will do likewise. Nor must your eye be occupied with the book, hunting up question and answer, nor dropped to the floor in excessive modesty. All the power of seeing that you have is needed for looking earnestly, lovingly, without interruption, into the faces and eyes of your pupils.

But for the observance of this rule, another is indispensable. You must

learn to teach without a book. Perhaps you cannot do this absolutely, but the nearer you can approach to it, the better. Thorough preparation, of course, is the secret of this power. Some teachers think they have prepared a lesson when they have gone over it once, and studied out all the answers. There could not be a greater mistake. This is only the first step in the preparation. You might as well think that you have learned the Multiplication Table, and are prepared to teach it when you have gone over it once and seen by actual count that the figures are all right, and you know where to put your finger on them when required. You are prepared to teach a lesson when you have all that is in it at your tongue's end. Any preparation short of this will not do. Once prepare a lesson in this way, and it will give you such freedom in the art of teaching, and you will experience such pleasure in it, that you will never want to relapse into the old indolent habit.—*Am. Ed. Monthly.*

THE POWER OF ATTENTION.

In proportion to a man's power of attention will be the success with which his labor is rewarded. All commencement is difficult, and this is more especially true of intellectual effort. When we turn for the first time our view upon any given object, a hundred other things still retain possession of our thoughts. Our imagination and our memory, to which we must resort for materials with which to illustrate and enliven our new study, accord us their aid unwillingly, indeed only by compulsion. But if we are vigorous enough to pursue our course in spite of obstacles, every step as we advance will be found easier, the mind becomes more animated and energetic, the distractions gradually diminish, the attention is more exclusively concentrated upon its object, the kindred ideas flow with greater freedom and abundance, and afford an easier selection of what is suitable for illustration.

And so the difference between an ordinary mind and the mind of Newton consists principally in this, that the one is capable of a more continuous attention than the other—that a Newton is able, without fatigue, to connect inference with inference in one long series toward a determinate end; while the man of inferior capacity is soon obliged to break or let fall the thread which he has begun to spin. This is, in fact, what Sir Isaac, with equal modesty and shrewdness, himself admitted. To one who complimented him on his genius, he replied that if he had made any discoveries it was owing more to patient attention than to any other talent. Like Newton, Descartes also arrogated nothing to the force of his intellect; what he had accomplished more than other men, he attributed to the superiority of his method. Nay, genius itself has been analyzed by the shrewdest observers into a higher capacity of attention. "Genius," says Helvetius, "is nothing but a continued attention." "Genius," says Buffon, "is only a protracted patience." "In the exact sciences, at least," says Cuvier, "it is the patience of a sound intellect, when invincible, which truly constitutes genius." And Chesterfield has also observed that "the power of applying an attention, steady and undissipated, to a single object, is the sure mark of a superior genius."—*Sir William Hamilton.*

RULES FOR STUDY.

The following excellent rules for study have come to us from Prof. Davies, the eminent mathematician, who in conversation with a young friend of his upon the importance of system in studying, as well as in everything else, took a piece of paper and wrote off for him the following:

1. Learn one thing at a time.
2. Learn that thing well.
3. Learn its connections, as far as possible, with all other things.
4. Believe that to know everything of something, is better than to know something of everything.

A TRIP TO CHICAGO.

I inaugurated vacation by making a flying trip to Chicago. You have heard of Chicago. You may have been there. Chicago is a great city. It is a growing city; great marble palaces of trade occupy many a corner where only a few weeks since, were miserable, tumble-down, wooden shanties. This city does not, however, contain a million people—not yet—but it contains a great many things, and a visit to it may be quite interesting. I went over the Chicago and St. Louis Railroad—a good road, with comfortable cars and gentlemanly employees. I took supper on board the train, in the Pullman dining car, getting an excellent meal, well served, for which the charge was one dollar.

I stopped at the Matteson House, corner of Randolph and Dearborn Sts. And let me say, that if your readers who may visit Chicago desire a clean, good bed, plenty of good food, well cooked, with prompt attention at table, and no nonsense—all for three dollars a day, my advice is, try the Matteson. The pleasant “good night” of the porter, who shows you to your room, still has a genial echo in my ear.

I was in the city only one day. I suppose I didn’t see everything that I might have seen. I called at the Jewelry store of Mayo Brothers, corner of State and Madison. This is a beautiful store, with a large assortment of most elegant goods. I saw a soup tureen of solid coin-silver, price \$450, and a bread-and-milk bowl and spoon of the same material, gold-lined, price \$50. I did not *buy* these articles. I saw a great many more fine things that I didn’t buy. The partners in this house are brothers of Mrs. Woodward, formerly of Normal; and the pleasant face of our young friend, Willie Woodward, who is a clerk in the establishment, was not the least interesting thing in the store.

I also stepped into the Dry Goods house of Field, Leiter & Co., in Potter Palmer’s elegant marble building, on

State street. This store is worth a visit as a mere matter of curiosity; it is the largest and finest in the country, west of New York, and I suppose, is surpassed by only one in that city. There are 500 employees in the whole establishment; and I was told that the amount of sales last year was about \$11,000,000. The store is an institution with many departments, all moving, to appearance, like clock-work. I didn’t buy everything I saw here.

In the grand marble block, on the next square to the south, is the great Book House of S. C. Griggs & Co., flanked by that of W. B. Keen & Cooke, on the north, and that of the Western News Company, on the south. I stepped into Griggs’s for a few minutes, but didn’t examine all their magnificent stock of goods. I didn’t buy them out. Of course I didn’t forget to drop around the corner, to 41 Madison Street, to visit my old friends, Hadley, Hill & Co. I found that they had just put upon their tables, a splendid stock of new and valuable English books. Their connection with C. Scribner & Co., of New York, and with Scribner, Welford & Co., of New York and London, gives them special facilities in this department. I saw scores of works that I wanted, but I didn’t buy them all. I remembered the tenth commandment, and didn’t feel like trying to steal them.

I dropped into the office of Adams, Blackmer & Lyon, on Randolph street, opposite the Court House. Here I found friend Lyon, as busy as ever with their Sunday-School publications. You know they publish the “National Sunday-School Teacher,” with its accompanying Lesson Papers. They also began last year to publish the “Sunday-School Scholar,” the best of its kind, in my opinion, for young people from 12 to 18 years of age. They also publish the “Little Folks,” a splendid little affair for the *wee ones*. The circulation of all these periodicals is increasing rapidly, as it ought to do. They have the last volume of the Little Folks bound up in illuminated covers,

making, as it seems to me, one of the nicest presents for the juveniles that I have seen. I found that they have for sale, Gage's new map of Palestine in relief. It is an excellent thing, showing the surface of the Holy Land, from Mt. Hermon southward, with a separate map of Jerusalem. As far as I had time to examine it, I found it very correct. *Every Sunday-School Teacher and every Biblical Student in the land ought to have it.* Its cost is only one dollar. The only relief map of Palestine that I ever saw before—and I think not so good as this—cost, I believe, fifteen dollars. Messrs. A. B. & L., give special attention to assisting Sunday-Schools in purchasing Libraries; and, I am sure, if more schools would avail themselves of their assistance, there would be fewer books offered for Sunday-School reading, that are either poor imitations of the sensational novels, or else are of the milk-and-water, goodish kind which neither cultivate a taste for sound literature nor healthy, vigorous Christianity.

But my story is likely to be longer than my visit. I mean to go to Chicago again, but I don't expect to buy all I see next time.

E. C. HEWETT.

December 18, 1869.

THE ANNUAL CONTEST
AT NORMAL.

The usual contest between the literary societies at the Normal University, took place December 15, and was largely attended. Our narrow space forbids any but the briefest notice.

The Debate was on the subject of Free Trade. *Pro.* H. F. Holcomb and John W. Gibson. *Con.* B. W. Baker and S. Kimlin.

Mr. Holcomb spoke with ease and grace and after the most careful preparation. He was rhetorical and eloquent, particularly in his peroration. Mr. Gibson was plain and unpretending in style, but strong in statement and

logical in argument. Mr. Baker was earnest and enthusiastic, and rich in statistics. Mr. Kimlin's very argumentative address suffered somewhat in the delivery.

The instrumental music, Wrightonian, was a duet on the piano by Misses E. Kingsley and Fannie Thomas. The Philadelphian, a duet, violins, by Messrs. J. M. Trimble and T. A. H. Norman. These were both fine performances, and justly applauded.

The Wrightonian paper was read by Misses Alice C. Chase and Isabel L. Houston. A good variety of well written articles, and well read.

The Philadelphian paper was read by Misses Alice Emmons and Dell Cook. It was justly praised for its many merits and distinct delivery.

The vocal music, Wrightonian, was a trio by Misses G. Dietrich and F. Smith, and Mr. J. Miner.

The vocal music, Philadelphian, was a solo by Miss Mary Hawley. Both of these exercises were of marked merit.

The oration, Wrightonian, was omitted, on account of the sickness of the orator, Mr. W. H. Smith.

The oration, Philadelphian, was delivered by Mr. R. A. Edwards. It was well done.

The judges marked all of the exercises and the result was as follows:

The victory in the debate, vocal and instrumental music, was awarded to the Wrightonians.

The paper was awarded to the Philadelphians.

Every thing passed off promptly and pleasantly, and without the usual antecedent and subsequent contests.

SUPERINTENDENT BATEMAN'S
ADDRESS.

In practical importance, the address of Hon. Newton Bateman, at the recent meeting of the State Teachers' Association, doubtless surpassed all others. It was an able and statesman-like statement of the present needs of the educational cause in this State. In conclusion, the speaker read a draft of

six sections, upon the subject of education, such as he deemed proper for insertion in our new State Constitution. By a subsequent vote, a committee was appointed to urge the adoption of of the same upon the members of the Constitutional Convention now in session.

SEC. I, Asserts that the stability of a Republican form of government depends upon the intelligence of the people, and that it shall be the duty of the State to provide free public education for all its children between 6 and 21 years of age.

SEC. II, Provides for the establishment of a State University.

SEC. III, Declares that no sectarian instruction shall be allowed in schools maintained by public authority and expense; and that no sect nor party shall be allowed to enjoy the exclusive benefit of any portion of the funds used for school purposes.

SEC. IV, Provides that school funds shall be kept sacred and inviolable forever, and used for school purposes and no other.

SEC. V, Provides for the election, and prescribes the duties, powers, and compensation of the State Superintendent and other school officers.

SEC. VI, Authorizes the Legislature to make such laws as shall deny to parents and guardians the right to allow those under their charge to grow up in ignorance and crime.

He also proposed, as an amendment to the school law, the adoption of the township organization, and a change in the school year, so that it shall commence on April 1st, and end March 31st, instead of commencing as it now does, October 1st, and ending September 31st. Also, that a knowledge of the elements of physiology and of the fundamental principles of civil government, be required of all candidates for first-grade certificates.

THE COMMON QUESTION.

Behind us at our evening meal,
The gray bird ate his fill,
Swung downward by a single claw,
And wiped his hooked bill.

He shook his wings and crimson tail,
And set his head aslant;
And in his sharp, impatient way,
Asked, "What does Charlie want?"

"Fie, silly bird!" I answered, "tuck
Your head beneath your wing,
And go to sleep;" but o'er and o'er
He asked the self same thing.

Then, smiling, to myself I said:
How like are men and birds!
We all are saying what he says,
In action or in words.

The boy with whip and top and drum,
The girl with hoop and doll;
And men with lands and houses, ask
The question of Poor Poll!

However full, with something more
We fain the bag would cram:
We sigh above our crowded nets
For fish that never swam.

No bounty of indulgent Heaven,
The vague desire can stay;
Self-love is still a Tarter mill
For grinding prayers away.

The dear God hears and pities all;
He knoweth all our wants;
And what we blindly ask of him,
His love withholds or grants.

And so I sometimes think our prayers
Might well be merged in one;
And nest and perch, and hearth and
church,
Repeat, "Thy will be done."

WHITTIER.

INTELLIGENT READING.

The best general rule seems to be the familiar one, "Understand what you read, and read it as if you understood it." The language of books is strange and unintelligible to young people. They read words which they seldom or ever hear used, and whose application is to them indistinct and misty. To remedy this, and to introduce the higher class of words not in common use, but forming a large part of book literature, conversation on the subject of a new lesson previous to its being read, will be found useful. The parsing and analysis will also help, as pointing out where pauses should intervene, although no stops are

marked. From this it follows that reading should be last after explanation and interrogation on the subject matter.—*Purity of utterance.* Provincialisms are difficult of removal and are best eradicated by attention to the pupil's speech, and by a careful supervision in the earlier lessons. *Indistinctiveness* may be considerably checked by teaching them to use the teeth, lips and tongue, and not slur the sounds together. Modulation is taught with much difficulty to the usual class of children attending our national schools. Social circumstances are against them, and home influences, which are, to the higher classes, elevating, often undo the teacher's work. The conversation engaged in at home, confirms them in local sounds and incorrectness, which it is the labor of the teachers to eradicate. Good reading is the result of imitation after mechanical difficulties have been overcome. Good speech and good reading are indissolubly connected. The teacher must use a good style of speech himself. When he is a distinct speaker the whole school is influenced by it. He reads a passage to show how it should be read. The pupils observe his modulations and imitate him; this is both pleasant and profitable. Practice alone, although it enables the eye to follow the words with rapidity, will not make good readers, and may only confirm a bad style instead of forming a good one. Continuous reading is necessary; not merely short passages. Reading is required to be a distinct lesson. Our present reading books give great variety, especially in poetry. Some teachers would recognize a greater number of stages in progress, and recommend more graduation. Our fourth book is considered difficult by some, but when we remember that the great majority of our scholars do not go beyond this book, it is well to introduce them to the average style of composition to be found in our newspapers.

As reading is the means by which pupils afterwards instruct themselves when they are becoming men and women,

its importance cannot be over-estimated. The school knowledge they have is but the groundwork of education, on which they themselves must erect the superstructure. If fluency in reading is not carried from school, the likelihood is, that its practice will be given up, intelligence will flag, and contact with information cease. Let the teacher then, without aiming at too high a standard, which may be impossible under existing circumstances, as an elementary instructor in a country district generally, endeavor to reach some standard of proficiency which will leave his pupil with such a skill, as will materially be the means of extending his education beyond the short period of school life.

The simple beauty and sweetness of the following poem by Whittier will commend it to all readers. It appears in the *Young Folks* for January.

IN SCHOOL DAYS.

Still sits the school house by the road,
A ragged beggar sunning:
Around it still the sumachs grow,
And blackberry vines are running.

Within the master's desk is seen,
Deep scarred by raps official;
The warping floor, the battered seats,
The jack-knife's carved initial.

The charcoal frescoes on its wall;
Its door's worn sill, betraying
The feet that, creeping slow to school,
Went storming out to playing!

Long years ago a setting sun
Shone over it at setting:
Lit up its western window-panes,
And low eaves' icy fretting.

It touched the tangled golden curls,
And brown eyes full of grieving,
Of one who still her steps delayed
When all the school were leaving.

For near her stood the little boy
Her childish favor singled;
His cap pulled low upon a face
Where pride and shame were mingled.

Pushing with restless feet the snow
To right and left he lingered ;—
As restlessly her tiny hands
The blue checked apron fingered.

He saw her lift her eyes; he felt
The soft hand's light caressing,
And heard the tremble of her voice,
As if a fault confessing.

"I'm sorry that I spelt the word:
I hate to go above you,
Because,"—the brown eyes lower fell,—
"Because, you see, I love you!"

Still memory to a gray-haired man
That sweet child-face is showing.
Dear girl! the grasses on her grave
Have forty years been growing!

He lives to learn, in life's hard school,
How few who pass above him
Lament their triumph and his loss,
Like her,—because they love him.

EXTRACTS FROM THE INAUGURAL ADDRESS OF C. W. ELIOT, PRESIDENT OF HARVARD UNIVERSITY.

We most earnestly commend to the careful consideration of our readers the following quotations from Pres. Eliot's very able and scholarly address. Though intended for a particular occasion, the whole address is capable of a much broader application, and its admirable sentiments can be indifferent to no thoughtful teacher or friend of education.

SPECIAL TRAINING.

As a people, we do not apply to mental activities the principle of division of labor; and we have but a halting faith in special training for high professional employments. The vulgar conceit that a Yankee can turn his hand to anything, we insensibly carry into high places, where it is preposterous and criminal. We are accustomed to seeing men leap from farm or shop to court-room or pulpit, and we half believe that common men can safely use the seven-league boots of genius. What amount of knowledge and experience do we habitually demand of our law-givers? What special training do we ordinarily think necessary for our diplomatists? In

great emergencies, indeed, the nation has known where to turn. Only after years of the bitterest experience did we come to believe the special training of a soldier to be of value in war. This lack of faith in the prophecy of a natural bent, and in the value of a discipline concentrated upon a single object, amounts to a national danger.

In education, the individual traits of different minds have not been sufficiently attended to. Through all the period of boyhood the school-studies should be representative; all the main fields of knowledge should be entered upon. But the young man of nineteen or twenty ought to know what he likes best and is most fit for. If his previous training has been sufficiently wide, he will know by that time whether he is most apt at language or philosophy or natural science or mathematics. If he feels no loves, he will at least have his hates. At that age the teacher may wisely abandon the school-dame's practice of giving a copy of nothing but zeros to the child who alleges that he cannot make that figure. When the revelation of his own peculiar taste and capacity comes to a young man, let him reverently give it welcome, thank God, and take courage. Thereafter, he knows his way to happy, enthusiastic work, and, God willing, to usefulness and success. The civilization of a people may be inferred from the variety of its tools. There are thousands of years between the stone hatchet and the machine-shop. As tools multiply, each is more ingeniously adapted to its own exclusive purpose. So with the men that make the State. For the individual, concentration, and the highest development of his own peculiar faculty, is the only prudence. But for the State, it is variety, not uniformity, of intellectual product, which is needful.

HISTORY AND PHILOSOPHY.

The important place which history, and mental, moral, and political philosophy should hold in any broad scheme of education is recognized of all; but none know so well how crude are the prevailing methods of teaching these subjects as those who teach them best. They cannot be taught from books alone; but must be vivified and illustrated by teachers of active, comprehensive, and judicial mind. To learn by rote a list of dates is not to study history. Mr. Emerson says that history is biography. In a deep sense this is true. Certainly, the best way to impart the facts of history to the young is through the quick interest they take in the lives of the men and women who fill great historical scenes or epitomize epochs.

From the centres so established, their interest may be spread over great areas. For the young especially, it is better to enter with intense sympathy into the great moments of history, than to stretch a thin attention through its weary centuries.

Philosophical subjects should never be taught with authority. They are not established sciences; they are full of disputed matters, and open questions, and bottomless speculations. It is not the function of the teacher to settle philosophical and political controversies for the pupil, or even to recommend to him any one set of opinions as better than another. Exposition, not imposition of opinions is the professor's part. The student should be made acquainted with all sides of these controversies, with the salient points of each system; he should be shown what is still in force of institutions or philosophies mainly outgrown, and what is new in those now in vogue. The very word education is a standing protest against dogmatic teaching. The notion that education consists in the authoritative inculcation of what the teacher deems true may be logical and appropriate in a convent or seminary for priests, but it is intolerable in universities and public schools, from primary to professional. The worthy fruit of academic culture is an open mind, trained to careful thinking, instructed in the methods of philosophic investigation, acquainted in a general way with the accumulated thought of past generations, and penetrated with humility. It is thus that the University in our day serves Christ and the Church.

COLLEGE RANK.

Many excellent persons see great offence in any system of college rank; but why should we expect more of young men than we do of their elders? How many men and women perform their daily tasks from the highest motives, for the glory of God and the relief of man's estate? Most people work for bare bread, a few for cake. The college rank-list reenforces higher motives. In the campaign for character, no auxiliaries are to be refused. Next to despising the enemy, it is dangerous to reject allies. To devise a suitable method of estimating the fidelity and attainments of college students is, however, a problem which has long been under discussion, and has not yet received a satisfactory solution. The worst of rank as a stimulus is the self-reference it implies in the aspirants. The less a young man thinks about the cultivation of his mind, about his own mental progress,—about himself, in short,—the better.

LECTURES AND RECITATIONS.

There has been much discussion about the comparative merits of lectures and recitations. Both are useful,—lectures for inspiration, guidance, and the comprehensive methodizing, which only one who has a view of the whole field can rightly contrive; recitations, for securing and testifying a thorough mastery on the part of the pupil of the treatise or author in hand, for conversational comment and amplification, for emulation and competition. Recitations alone readily degenerate into dusty repetitions, and lectures alone are too often a useless expenditure of force. The lecturer pumps laboriously into sieves. The water may be wholesome, but it runs through. A mind must work to grow. Just as far, however, as the student can be relied on to master and appreciate his author without the aid of frequent questioning and repetitions, so far is it possible to dispense with recitations. Accordingly, in the later college years there is a decided tendency to diminish the number of recitations, the faithfulness of the student being tested by periodical examinations. This tendency is in a right direction, if prudently controlled.

The discussion about lectures and recitations has brought out some strong opinions about text-books and their use. Impatience with text-books and manuals is very natural both in teachers and taught. These books are indeed, for the most part, very imperfect, and stand in constant need of correction by the well-informed teacher. Stereotyping, in its present undeveloped condition, is in part to blame for their most exasperating defects. To make the metal plates keep pace with the progress of learning is costly. The manifest deficiencies of text-books must not, however, drive us into a too sweeping condemnation of their use. It is a rare teacher who is superior to all manuals in his subject. Scientific manuals are, as a rule, much worse than those upon language, literature or philosophy; yet the main improvement in medical education in this country during the last twenty years has been the addition of systematic recitations from text-books to the lectures which were formerly the principal means of theoretical instruction. The training of a medical student, inadequate as it is, offers the best example we have of the methods and fruits of an education mainly scientific. The transformation which the average student of a good medical school undergoes in three years is strong testimony to the efficiency of the training he receives.

TEACH CHILDREN TO DRAW.

Nearly all children have a propensity to make figures on their slates or on pieces of paper. This practice should be encouraged. It should not be allowed to encroach upon time devoted to other lessons, but it may well employ their leisure.

Their first pictures will doubtless be quite rude. Their houses will be lopsided, their trees stiff and dead, their men and women all awry, their animals mere skeletons perched on sticks. Smile at these beginnings, if you will, but don't discourage them. One or more of these children may develop into artists of consummate abilities; and if not, they will become men and women of nice perceptions and cultivated taste.

This fondness of drawing should be controlled and guided by a teacher. Instruct them how to make straight lines; then to connect them into squares, triangles, parallelograms; then to make curved lines; then to represent light and shade; then proceed to fences, trees, rocks, flowers, men, and animals. A majority of your pupils will not care to go beyond the rudiments of "the fine arts," though a few will be likely to go further than parent or schoolmaster can lead them. They will need little further encouragement—nay, you cannot hold them back if you try. Watch their course, and ere long you will hear of the exploits of a Cole, a Church, a Kensett, a Huntington.

Yet these are exceptions, and it is not chiefly for their sakes that we say, teach children to draw. It is for the majority. Instruct them to draw, in order to cultivate their powers of observation, their sense of proportion, harmony, fitness and beauty. The mechanic, and farmer, and indeed every man of business has frequent occasion to make drawings of objects, and it is of great value to him to be able to do so without employing a professed draughtsman.

Everybody travels now-a-days, and it is no light and worthless accomplishment which enables one to sketch the scenery

through which he is passing. By all means, let the children draw, likewise teach them how to do it.—*Hearth and Home.*

*THE LITTLE HAND.**A STORY.*

In the pressure of many duties, it is of course possible for a teacher, with no unkind intent, to act unjustly towards a pupil. The perusal of the following pathetic little story may perhaps help to render some teacher more careful and considerate in the treatment of the tender little ones entrusted to his care. This tale bears all the marks of truth, and is taken from the *California Teacher* for January:—

"Little Lizzie was six years old. She was too young to be put into the crowd of a public school, we thought, and we hesitated a long time before agreeing to do it. But her cousin, several years older, was going, and we finally concluded to allow her to go—though she had just risen from the measles. She was earnest to go, and when permitted, was delighted, and enjoyed it highly to the end. She felt proud and dignified with her book, and little tasks, and we all enjoyed her enthusiasm, and felt satisfied we had not erred in gratifying her, so she continued. She had been in school just one month. One day she came home under escort of her faithful cousin, in sad humiliation and disgrace, her little heart seemingly crushed, and she sobbing pitifully—"Oh mama, mama!" By degrees she was able to speak. She told her story—in fragments, and pitifully—"I—felt sick—mama—I—held—up—my—hand—and the teacher—would not—let—me—go out. I held up—my hand again—and she called me up—before all the children—and scolded me—and sent—me home—Oh! mama!" That was all. Stifled with sobs, she could say no more. It was enough. Too sick to sit in her seat, she had been rudely scolded before the pupils, and dismissed—and that, too, when she had done all she could do under the law, and in the politest manner, viz: hold up her little hand, as a token of petition—pleading. This one thought had burned into her very soul. She dwelt on it till dark. We tried in vain to soothe or comfort her. She had been hurt—disgraced beyond help. We laid her in her little crib, tortured with

a terrible headache, and in a high fever. We had hope in sleep, and the elastic spring of childhood. We trusted that in the freshness of the morning air—the bright sunlight—the love of all her friends, and the caresses and petting of the dearest, that she would forget the agony of this first crushing mortification, and would be herself again. Alas! it never came. We had to stifle that hope. Before midnight, the flame-color on her cheeks, suffusing all her neck and chest, told the fearful story—scarlet fever. All that night and the forty-eight hours of life that followed, the little white hand could not be kept below the sheet. It was held up constantly—and that touching moan, “Oh mama! I held up my hand—,” continued, as long as strength would permit. At last she lay still. The celestial aurora was dawning on her young spirit—and presently there came—the messenger with inverted taper—and she went up to where the shining ones will answer all her pleadings. Lizzie sleeps under the California violets; but her little story I shall hear uttered—every hour, forever through life; and the spiritual photograph of that little hand is *set*, unalterably, upon memory’s immortal tablet.”

* * * * *

Shall we blame any one? The devoted mother of that dear child—cultivated, refined, thoughtful, gracious—had no reproach to cast—no blame to lay upon any; not even in that last hour of exquisite pain, when a formal note from the school was sent into that chamber, shrouded in the fearful eclipse, “Lizzie has been absent from school three days. Please attend to it.” No—not even when “sitting with sorrow” in bereavement; nor when the dark curtain was drawn that shut the sweet star forever from sight; and we must have none. Only let the costly lesson stand in letters of fire before us to-day, to-morrow, forever.

THE CHILDREN.

When the lessons and tasks are all ended,
And the school for the day is dismissed
And the little ones gather around me
To bid me good night and be kissed;
O! the little white arms that encircle
My neck in a tender embrace;
O! the smiles that are halos of heaven,
Shedding sunshine of love on my face.

And when they are gone I sit dreaming
Of my childhood, too lovely to last;
Of love that my heart will remember,
While it wakes to the pulse of the past,
Ere the world and its wickedness made me
A partner of sorrow and sin;
When the Glory of God was about me,
And the glory of gladness within.

O! my heart grows weak as a woman’s,
And the fountains of feeling will flow,
When I think of the paths steep and stony,
Where the feet of the dear ones must go;
Of the tempest of fate blowing wild;
O! there’s nothing on earth half so holy
As the innocent heart of a child.

They are idols of hearts and of households;
They are angels of God in disguise;
His sunlight still sleeps in their tresses;
His glory still gleams in their eyes.
O! those truants from home and from
heaven,
They have made me more ~~meanly~~ and mild
And I know now how Jesus could liken
The Kingdom of God to a child.

I ask not a life for the dear ones,
All radiant, as others have done;
But that life may have just enough shadow
To temper the glare of the sun;
I would pray God to guard them from evil
But my prayer would bound back to
myself:
Ah, a seraph may pray for a sinner,
But a sinner must pray for himself.

The twig is so easily bended,
I have banished the rule and the rod;
I have taught them the goodness of knowl-
edge,

They have taught me the wisdom of God:
My heart is a dungeon of darkness,
Where I shut them from breaking a rule;
My frown is sufficient correction;
My love is the law of the school.

I shall leave the old house in the autumn,
To traverse its threshold no more;
Ah! how I shall sigh for the dear ones,
That meet me each morn at the door!
I shall miss the “good night” and the kisses,
And the gush of their innocent glee,
The group on the green, and the flowers
That are brought every morning to me.

I shall miss them at noon and at eve—

Their song in the school and the street;
I shall miss the low hum of their voices,
And the tramp of their delicate feet.

When the lessons and tasks are all ended,
And Death says, "The school is dismissed!"

May the little ones gather around me,
To bid me good night and be kissed.

DICKENS.

NEGRO CHILDREN.

The most frequent complaint was that some one was cussin'—that being the chosen word of the whole negro race to describe any offence of the tongue. "Dis yer boy a-cussin'," we would be informed, and on investigation we would find the offender had been calling names, or something of the kind—not proper, to be sure—but still scarcely answering to the charge made by the insulted party; as for instance, when one day, a little ebony figure, half asleep, raised its morsel of a hand, and drawled out:

"Boy a-cussin'; called me a foo-ool-?"

Once, without any premonitory signal to attract attention, a boy exclaimed in wide-eyed horror:

"Cussin'! cussin' in dis yer corner; gal a-cussin'!"

"Oh, teacher, I nebber cuss a bit; my mammy don't 'low me to cuss; boy jes' a cussin' hisse'f!" indignantly responded the accused.

The almost invariable answer of the children when charged with any misdemeanor, is, "deed I nebber; my mammy don't 'low me ter do it."

The boy persisted: "Gal, yer dun cuss; knows yer did; 'deed, teacher, she cuss a heap."

"Well, what did she say?" I asked.

"Say I done took her book, an' my mammy buyed dis yer book she own se'f at de sto' yes'day;" then, in a stage whisper to the girl, "Gal, I'se gwine to smash yer mouf when I gets yes out side de do'."

Threatened with such an assault, the girl took up the complaint.

"Teacher, can't yer make dis yer boy

'have hisself? he cussin me here. Say he gwine smash my mouf."

"So I is gwine smash yer mouf, yer ole black nigger."

It was difficult to tell which was the blacker of the two; but it is curious how universally children and grown people use this as a term of reproach in their quarrels; "you ole nigger," or "you black nigger," are household words with them, and "I'se gwine to smash your mouf," is the grand climax of their vengeance.

This is capital, but the following is equally faithful, and quite as amusing:

Changing of names is one of the most curious fancies of the colored people, old as well as young. It will undoubtedly wear off as they grow accustomed to their freedom, but it seemed as if they were desirous of exercising their new found privileges in this as in everything else, and would take a new name whenever it suited them, giving sometimes most original reasons for so doing. A boy belonging to our school came one day and informed his teacher:

"My name ain't Lewis Jackson any more."

"What is it now?"

"It's Lewis Taylor."

"What have you changed for?"

"My sister done got married last night, so now my name's gwine to be Lewis Taylor."

I have known a whole family change their names on the occasion of one member being married. Some would have two or three names which they used indiscriminately. We frequently went to look for children whom we could not find at all by the names they had given us. Some of them had one name for school, another among their playmates, and a third for home use—as a boy who entered under the name of Joseph Marshall; the boys called him Marshall Black; and the name bestowed upon him by his parents, and by which he was called at home, was Joseph Black Thomas.

We wrote a great many letters for the

colored people, and often they would dictate at the close:

"Tell her to write so and so."

"Why!" we would ask, "don't you want her to write to you?"

"Yes, miss, dat's me."

"But that's not your name."

"Dat's my name now; done change de ole one."

"What do you do that for?"

Dunno, zackly; thought I jes try dis yer, an' see ef I likes it better."—*Putnam's Monthly*.

EVERETT AND CHOATE.

HOW THEY PREPARED AND PUBLISHED THEIR PUBLIC ADDRESSES.

A correspondent of the *Boston Journal*, who had a conversation with the late Edward Everett, of Massachusetts, while on a journey from Cleveland to Buffalo, says:

"He gave me an interesting page from his history connected with his addresses. He said that from the earliest start he had been accustomed to commit to memory his speeches. In writing an address, he wrote a page, and then committed it. If he was about to visit a place where there was the least probability of his making an address, or of speaking, he would search for some historic event or matter of local interest, write, and commit. If he was called to speak unawares, he put his thoughts down immediately after his return home, and wrote out such a sketch as he would have delivered. When he was settled in Brattle Street Church, Boston, he was a mere stripling. He resolved to read nothing, but to prepare his sermons with great care, and commit them. Some of the elder members of his flock were made nervous by his temerity. Seeing a mere lad stand up in the pulpit without a scrap of paper before him, filled them with alarm lest he should break down, and thus destroy all their enjoyment. Mr. Everett was requested to take notes with him into the pulpit. Wishing to accommodate his friends, and resolute in his purpose not

to read his sermons, he compromised the matter. He took into the pulpit a sermon he was not preaching, and, occasionally turning over 'the leaves, quieted the nerves of his anxious friends. Under this constant and severe discipline his memory became as tenacious, as supple, and obedient as the fingers of a well-trained organist. The reading of a lecture or sermon twice, enabled him to commit it perfectly. He regarded the time when he gave his celebrated Phi Beta oration in presence of Lafayette as that when he stood on the summit of success as an orator.

"The strength of Mr. Choate's memory was one of the most remarkable things about that remarkable man. He not only read everything, but he remembered everything he read. He knew where the book was in which desired information could be found, the very page, and the precise location of the book in the library where it happened to be. While trying the celebrated sewing machine case before Judge Woodbury, I heard him request a friend to go to the Athenæum and get him a volume of a set published by Chambers. The article he wanted was on the manufacture of silk. He described the set, the room in which it was kept, and the very spot in the library where it could be found. He wrote down nearly everything in a case that he could. The act of writing fastened the thing in his memory, and it was ready for instant use. In the trial of a cause he kept two sets of notes—one the testimony the other a digest and the argument. He was ready to argue a case the moment the testimony closed. His memory enabled him to talk on any subject introduced. He was at home on the black-letter law, knew familiarly the intricate English law of entail, and could discuss the laws of any nation as intelligibly as he could a common act of assault and battery. I walked with him from the court house on the Saturday previous to the delivery of his celebrated eulogy on Webster before Dartmouth College. He had been before the United States Court conducting an intricate trial, the heat

like that of a tropical climate. He went into a barber's shop under the Bloomfield House, for he said, 'I must be shampooned daily, or I should die.' The eulogy on Webster, I think, was to be delivered on Tuesday. This was Saturday, and the intervening Monday was to be consumed on the journey to Hanover. I said to him, 'Of course, your eulogy on Webster is completed.' He drew himself up to his full height, and laying his hand on my shoulder, he said, 'Mr.—, as I live, not a word of that eulogy is written.' Yet it was delivered as announced—delivered without notes, fully written out, and committed in the writing. I knew one instance in which he completed his lecture at the office a short time before the train started that was to carry him to his appointment. He left the manuscript on his desk, and gave the lecture, he said, as near *verbatim* as he desired to, and that without a scrap before him. He was very careful of the wordings of his motions before the higher courts. His phraseology was always peculiar. Having written his motion on a scrap of paper, he usually crumpled it in his hand and threw it on the floor as he rose to address the bench. I have frequently picked up these jottings, and some of them I have to this day."

SUGGESTIONS TO TEACHERS.

There is but one road to success in the school-room. A teacher can hope to succeed only by careful preparation and earnest effort. He who depends upon his personal charms and natural capabilities, without reference to special preparation, is doomed to failure. The work of special preparation should commence with the decision to enter the school-room as teacher, and should embrace:

1—*A careful review of the branches to be taught, and a thorough examination of the text-books to be used* No one can successfully teach what he himself does not clearly understand, and he who enters the school-room full of the subject, and familiar with the peculiar views of the

author, has all the advantage on his side.

2—*Visiting other Schools.* Teachers, as mechanics, can learn a great deal more by *seeing* how any given result is attained, than by being *told* how. There are few teachers who cannot receive valuable hints by seeing another about his ordinary duties in the school-room, while to a young teacher, the aid which he may receive by spending a day in another school, and conversing with the teacher in regard to his method of instruction and discipline, is almost invaluable. It is desirable that the best schools should be visited, but much can be learned from the most indifferent. One teacher may receive useful suggestions from the very defects of another; and that teacher the most defective, may have some method well worthy of imitation, while no one can hope to teach an excellent school, unless he himself has been an eye-witness to such a school.

3—*Reading some Standard Work on Teaching.* A teacher has the same necessity for studying works on the practice of his profession as the lawyer or physician. There are correct principles of teaching, and these have been reduced to writing by the most successful teachers, are in book form, and are within the reach of all. No teacher can make a better investment of either the necessary time or money than to purchase one or more of these works, and read them.

4—*Taking a School Journal* Few teachers can afford to play Rip Van Winkle, and so for the sake of knowing what is going on in the educational world, as well as quickening his own mental activity by the living thought therein contained, let him subscribe for all the educational journals he can afford.—*Minnesota Teacher.*

Some time ago, a little boy, twelve years old, on his way to Vermont, stopped at a country tavern, and paid for his lodgings and breakfast by sawing wood, instead of asking it as a gift. Fifty years later, the boy passed the same little inn as George Peabody, the banker.

SOME QUEER DEFINITIONS.

Few persons are aware how much knowledge is sometimes necessary to give the etymology and definition of a word. It is easy to define words, as certain persons satirized by Pascal have defined *light*: "A luminary movement of luminous bodies;" or as a western judge once defined *murder* to a jury: "Murder, gentlemen, is when a man is murderously killed. It is the *murdering* that constitutes murder in the eyes of the law. Murder, in short, is—murder." We have all smiled at Johnson's definition of *net-work*: "Net-work—anything reticulated or decussed at equal distance, with interstices between the intersections." Many of the definitions in our dictionaries remind one of Bardolph's attempt to analyze the term *accommodation*: "Accommodation—that is, when a man is, as they say accommodated, which is an excellent thing." *Brimstone*, for example, the lexicographer defines by telling us that it is *sulphur*; and then rewards us for the trouble we have had in turning to *sulphur*, by telling us that it is *brimstone*. The eccentric Davy Crockett, whose exterior roughness veiled a deal of mother wit, happily characterized this whole tribe of lexicographers by a remark he once made to a western member of Congress. When the latter, in a speech on a bill for increasing the number of hospitals, wearied his hearers by incessant repetition—"Sit down," whispered Crockett, "you are coming out of the same hole you went in at." It is said that the forty members of the French Academy once undertook to define the word *crab*, and hit upon this, which they deem quite satisfactory: "Crab—a small red fish, which walks backward." "Perfect, gentlemen," said Cuvier, when interrogated touching the correctness of the definition; "perfect—only I will make one small observation in natural history. The *crab* is not a fish, it is not red, and it does not walk backward. With these exceptions, your definition is admirable."—

Western Monthly.

HASTE IS WEAKNESS.

Deliberation always appears like self-possessed power. A teacher needs both power and its outward semblance. It is therefore better to be in no haste to enforce obedience. In fact, real obedience and that which profits can never be secured in a hurry. The mind as well as muscles, must move; the affections, or at least the convictions, must be carried along with the voluntary action; and no one of these can be expected to act, like a coiled spring, the instant you apply the touch. Time is an element often absolutely necessary and always important. Obedience is not for the benefit of the teacher; it is solely for the good of the pupil. And while teacher and pupil both are interested in having it as nearly perfect as possible, it must chiefly redound to the profit of the pupil. And it can much better be secured when there is no great show of restless anxiety on the part of the teacher for it. Did anybody ever know a teacher to succeed moderately well, even, when he was particularly and distressingly solicitous about the matter?—*Illinois Teacher.*

A WONDERFUL PRIZE ESSAY.

Prize essays are so common, that they excite little interest now-a-days. Particularly is this true of medical essays; but one has recently been written which deserves mention, at least. It seems that some time ago, the Massachusetts Medical Society offered a prize of fifty dollars for the best dissertation on ventilating sick-rooms at the least expense, with the least difficulty, and at the moment needed. Whereupon somebody writes as follows: "*Pull down the upper window sash, and leave the fire-place open.*" This is all there is of it. We query whether there has ever been a medical essay written, which was more pointed and practicable. If this paper does not win the fifty dollars, we propose to raise that sum from private sources, and pay it over to the author. Sometimes it does a great deal of good to tell people, in plain English, what they already know so thoroughly that they hardly knew it at all.—*Herald of Health.*

GERMAN EDUCATION.

At the present time, education, in most of the German States, is compulsory. Every child must attend school at least five years during his minority. In that land of such splendid educational opportunities there are no less than twenty-four universities (of which America has not one that bears a comparison in point of scientific advantages), not to mention the theological, mining, and agricultural colleges, the academies where navigation, the fine arts and all the sciences are

taught, and to these facts may be attributed the capability of the German mind to scientific investigation, which challenges comparison with every other nation. And though we find many Germans in our midst, of a high degree of cultivation, speaking several languages, and qualified to fill the Professor's chair of Ancient and Modern Languages in any of our colleges, yet, unlike Americans of half their culture, we find them modest of their attainments, leading lives of self-denial, and free from all appearance of pedantry.

VARIETIES.

Somewhere in Tollesboro, Kentucky, there is a Sunday School that has the reputation of being rather "noisy," so much so that those appointed to take charge of it generally resign in a few weeks. Last Sunday, the school being destitute of a superintendent, a prominent merchant volunteered for the day. Having called the school to order, and got the most of them seated, "Boys," he said, mounting the platform, "let's see if we can't have it still," and he put himself in a quiet posture for the school to imitate. As there was some noise, "Boys," said he, "we can have it still here, I know,"—and walking to the front of the stage and raising his hand—"Now let's see if we can't hear a pin drop."

All was silence, when a little fellow in the back of the room, placing himself in an attitude of breathless attention spoke out:

"Let her drop!"

The stern features of the superintendent are said to have slightly relaxed.

THE FIRE OF LIFE.—Rev. T. DeWitt Talmage, of Brooklyn, recently closed a sermon as follows:—

"Seated at a country fireside, the other day, I saw the fire kindle, blaze, and go out, and I gathered up from the hearth enough for many reflections. Our mortal life is just like the fire on that hearth. We put on the fresh faggots, and the flame bursts through, and up, and out, gay of sparkle, gay of flash, gay of crackle—emblems of boyhood. Then the fire reddens into coals. The heat is fiercer, and the more it is stirred the more it reddens. With sweep of flame it clears its way till all the hearth glows with intensity—emblem of full manhood. Then comes a whiteness in the coals. The heat lessens. The flickering shadows have died along the walls. The faggots drop apart. The household hover over the expiring em-

bers. The last breath of smoke has been lost in the chimney. Fire is out. Shovel up the white remains. Ashes.

FORWARD.

Keep not standing fixed and rooted,
Briskly venture, briskly roam;
Head and hand where'er thou foot it,
And stout heart are still at home.

In what land the sun does visit
Brisk are we whate'er betide;
To give space for wandering is it
That the world was made so wide.

GOETHE.

During the last four years I have seen the most intricate problems of algebra, analytical geometry, the calculus and astronomy thoroughly mastered by the ladies. I have seen ladies construe and scan the most difficult parts in the plays of Euripides and Sophocles, and dispose of strophe and anti-strophe as readily as their masculine class mates. The same is true of every other department. And to-day, if I were asked to name the best classical or mathematical scholars I have met with in the West, I should be compelled to name ladies.—*Pres. Bourne, Centenary College, Iowa.*

The ending syllable "ough," which is such a terror to foreigners, is shown up in its several pronunciations in the following lines:

Wife, make me some dumplings of dough,
They're better than meat for my cough;
Pray, let them be boiled till done through,
But not till they're heavy or tough.
Now, I must be off to my plough,
And the boys (when they've had enough)
Must keep the flies off with a bough,
While the old horse drinks at the trough.

The man who sends his son into the world uneducated, defrauds the community of a lawful citizen, and bequeaths to it a nuisance.—*Kent.*

BLIND TO THE BEAUTIFUL.

The world is too much with us ; late and soon,
 Getting and spending, we lay waste our powers ;
 Little we see in nature that is ours ;
 We have given our hearts away, a sordid boon !
 This sea that bares her bosom to the moon ;
 The winds that will be howling at all hours,
 And are up-gathered now like sleeping flowers ;
 For this, for everything, we are out of tune ;
 It moves us not—Great God ! I'd rather be
 A pagan, suckled in a creed outworn ;
 So might I, standing on this pleasant lea,
 Have glimpses that would make me less forlorn,
 Have sight of Proteus rising from the sea,
 Or hear old Triton blow his wreathed horn.

Wordsworth.

WE PASS FOR WHAT WE ARE. — A man
 passes for what he is worth. Very idle
 is all curiosity concerning other people's
 estimate of us and all fear of remaining
 unknown is not less so. If a man knows
 that he can do anything—knows that he
 can do it better than any one else—he has
 a pledge of acknowledgment of that fact
 by all persons. The world is full of judg-
 ment days, and into every engagement
 that a man enters, in every action that he
 attempts, he is gauged and stamped.—
 Emerson.

PUBLISHERS' DEPARTMENT.

THE SCHOOLMASTER FOR 1870.

*The Publishers announce the con-
 tinued editorial management of*

PROF. ALBERT STETSON, of the Illinois
 Normal University, and

JOHN HULL, County Superintendent of
 McLean County.

*They announce also that arrange-
 ments have been made and are making
 for other assistance, notice of which will
 be given in our next issue.*

*Faults which appear in this Number
 are due to haste in getting it out. We
 do not expect them to occur again.*

JOHN HULL & Co.,
 PUBLISHERS.

WEBSTER vs. WORCESTER.

Thus far in the printing of this
 magazine, we have, in the matter of
 orthography, permitted the compositor to
 conform to Webster as the standard.
 We have always regarded this orthogra-
 phy as objectionable, and in conflict with
 the usage of a very large majority of the
 popular writers of the English language.

Dr. Webster started out in life as a re-
 former, and undertook to introduce the
 phonetic mode in spelling ; but the
 apathetic manner with which the public
 regarded his labors, ought to have de-
 terred him from persevering in this
 course. His reputation as a writer of the
 English language was not such as to
 authorize him to indulge in any innova-
 tions. He mistook, moreover, the business
 of a lexicographer, who has no authority
 to coin words or deviate from the orthog-
 raphy of the best writers, but whose
 province is simply to determine whether
 a certain word is sanctioned by one who
 commands the popular ear. Neither

Irving nor Prescott was as learned in
 etymology as Noah Webster ; but the de-
 liberate use of a new word by either of
 those authors would justify its adoption
 into the language, while Webster was
 invested with no such power. We know
 little of Walker or Richardson as writers,
 and the only authority which we recog-
 nize for the introduction of a word into
 their dictionaries is that it has received
 the sanction of such men as Addison,
 Swift, Pope, Dryden, or some other emi-
 nent writer of the English language.
 Johnson, however, in his character of a
 good writer, and not as a lexicographer,
 was authority. Dr. Webster in early life
 became convinced that it would be
 impossible for him to force his phonetic
 system on the community, and therefore,
 in order not to render his books utterly
 unsalable, he abandoned many of the
 worst innovations, but he by no means
 eliminated all. Since his death his
 publishers have carried on the work of
 expurgation through successive editions,
 until at this time the Websterian spelling
 has in innumerable instances been aban-
 doned, and in the remaining instances
 the Websterian and the English methods
 are given side by side.

Thus, then, we have the singular
 anomaly of a Webster's Dictionary, with
 the peculiar views of the author touching
 etymology and orthography nearly expur-
 gated, but enough left to betray the
 writer of English into forms not sanc-
 tioned by the best authorities.

For these reasons, and after much
 reflection, we have resolved to substitute
 Worcester as the standard of orthography
 in the composition of this magazine.
 There is nothing to be gained by a
 further attempt to force upon the reading
 world innovations which they are, very
 properly, reluctant to adopt.—*Western
 Monthly.*

LITTLE'S LIVING AGE, being published in weekly numbers of sixty-four large pages each, making more than *three thousand* pages of reading matter yearly, presents to its readers the best literature of the European quarterlies, monthlies and weeklies, with a thoroughly satisfactory completeness, as well as freshness, and at a small cost. The ablest living writers in all departments are constantly represented in its pages, and all who desire "a thorough compendium of all that is admirable and noteworthy in the literary world," to keep pace with the scientific or political progress of the age, or to cultivate in himself or his family a taste for the best literature, cannot well dispense with *The Living Age*.

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"The Living Age" is pronounced by high critical authority to be "the best of all our eclectic publications;" and we can do our readers no better service than by calling their careful attention to its Prospectus, published in this paper.

Sheep and Wool in the Great West.

The Publisher of the *Western Rural* is unremitting in his efforts toward making that journal still more popular than heretofore. Among the new features for 1870, is to be a Sheep and Wool Department, to be edited by Hon. A. M. GARLAND, President of the Illinois Wool-Growers' Association, than whom there is no gentleman in the West better acquainted with the wants and interests of sheep and wool growers.

The subject of raising sheep, the best breeds for the West, and kindred questions, will not only be discussed, but the wool and woollen interests in general—the market prices and best times and modes of selling wool—will also receive a full share of attention. Mr. Garland's qualifications eminently fit him for the charge of this department, and we congratulate

our farmers that they are to have the benefit of his experience and judgment.

This is but one of the numerous attractive features of that great Farm and Family Weekly. The subscription price is only \$2 00 per year, and specimen copies are sent free of charge, by addressing H. N. F. LEWIS, Publisher *Western Rural*, Chicago, Illinois.

Much Wear, and Many Washings.

I am acquainted with a variety of Sewing Machines,—and while ready to do justice to all, I greatly prefer yours—which I have used for more than three years. Very slight instruction and ingenuity are required to work it. The needle is short and straight, consequently not liable to bend or break. It never misses a stitch, and makes a firm, even seam. I have used it on every kind of cloth, from delicate lace to heavy woollens, and find its work perfectly satisfactory in all cases. After much wear and many washings, the stitch retains its beauty and firmness—even after the fabric has worn out.—Mrs. J. H. Yerkes, Rochester, N. Y., to Wilcox and Gibbs S. M. Co.

Miss Addie Messer, of Dixon, Ill., is said to be the first American teacher in Sitka, getting \$75 a month.

The lady principal of a school, in her advertisement, mentioned her lady assistant, and the "reputation for teaching which she bears;" but the printer left out the "which," so the advertisement went forth commending the lady's "reputation for teaching she bears."

Miss Hill, the new member of our School Board, is winning golden opinions where she has visited schools. There are five schools under her charge, and the children are invariably pleased with her visits. If the school-rooms need repairing, she sees that it is done immediately, and anything wanted is as promptly furnished.—*Palmer (Mass) Journal*.

Pease is the name of a well-known teacher in Bangor, Me. A youth named Bean, who attends his school, was reciting his lesson one day and hesitated a moment, when the teacher remarked: "It takes beans a long time to sprout." "No longer than peas, sir," replied the boy.

Promote as an object of primary importance institutions for the general diffusion of knowledge. In proportion as the structure of a government gives force to public opinion, it is essential that public opinion should be enlightened.—*Washington*.

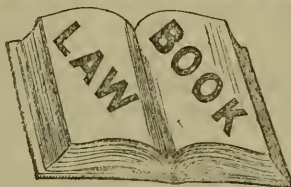
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THE SCHOOLMASTER.

A Journal of Educational Literature and News.

VOLUME III.

FEBRUARY 15, 1870.

NUMBER 21.

TO OUR FRIENDS.

THE SCHOOLMASTER herewith returns his hearty thanks to the numerous friends who have welcomed his New Year's advent in new and improved dress. In every respect better fitted than hitherto for the performance of the special work which he has marked out for himself, he addresses himself with spirit to his task, while he solicits the cordial good will and hearty cooperation of all friends of education.

Profiting by past experience, we hope to make our monthly more worthy than ever of patronage and support. The first months of any enterprise of this kind are always, of necessity, months of experiment. The new claimant for public favor must demonstrate its right to exist. Confidence is a plant of slow growth, and many an educational journal has never lived to smile in the genial sunlight of popular approval. The generous support which we have met—as grateful as it was unexpected—renders the continued existence of THE SCHOOLMASTER no matter of conjecture, but a “fixed fact.” With less space than hitherto devoted to local interests, we hope to present to our readers the results of a wide survey of the educational enterprise in our own country and the world, not in the form of dull and tedious dissertations, rich it may be in scholastic and pedagogic lore, but for all that,

“As dry as the remainder biscuit
after a voyage,”

but in short, pithy and pointed articles, which all practical teachers will find it for their advantage to read. All methods of education, claiming to be new and improved, will be presented and subjected to a candid and impartial criticism.

We commence in this number the first of a series of practical papers by Dr. J. A. Sewall of the Normal University, which papers will inculcate sound physiological doctrine in a familiar and interesting manner.

A series of papers upon educational and other topics, by Prof. E. C. Hewett, will soon appear.

We ask the continued favor of our former subscribers and contributors, and bespeak the hearty cooperation of all friends of sound learning, and devotees of the most useful and noble of arts—the art of Teaching.

RELIGION IN THE COMMON SCHOOLS.

The question whether religious instruction and the reading of religious books ought to be prohibited in the Common Schools, is at present widely and earnestly discussed. Upon this question, the best friends of religion and public education are greatly at variance. Some with the Rev. A. D. Mayo, of Cincinnati, maintain with

great vehemence, that the proposed exclusion of the customary religious exercises from the schoolroom "sets not only the Bible and religious music, but religion itself, adrift down stream, leaving the schools utterly expurgated of everything to which any materialistic atheist could object." Other eminent clergymen agree with Drs. Patton, of Chicago, and Spear, of New York, that because Protestants are in a numerical majority in any community, they are no more entitled to compel the use of King James's Translation of the Bible by those who disown it, than would the Catholics, under similar circumstances, be justified in forcing their Douay version upon reluctant Protestants.

"Who shall decide when doctors disagree."

We invite brief communications pro and con upon this topic. Both sides shall have an impartial hearing.

We gladly publish the following note. In our report of the recent State Teachers' Association at Ottawa, we were led into error by following a writer whose report was particularly commended for its accuracy in a resolution adopted by the association.

Chicago, February 3, 1870.

EDITOR SCHOOLMASTER,

Dear Sir:—From the reported remark, "avoid mirth, never laugh, rather cry," I dissent as thoroughly as you.

The paper, which I read at Ottawa, contained not one word on the subject of teachers indulging in or avoiding mirth, laughter or crying. I can find nothing in the article which could have given rise to such an absurd statement; hence this correction.

Yours respectfully,

ELLA F. YOUNG.

It will be remembered that the Chicago papers had a great deal to say respecting the sickness of one Willie Atkins, some time ago. On Friday, January 28th, he died, and on Sunday, January 30th, a *post mortem* examin-

ation was held, and the verdict rendered was substantially as follows: "The deceased came to his death from inflammation of the brain, induced by natural causes, and not from any injury received in the Skinner School: and we further exonerate Miss Adelaid Hurich from all blame in the matter."

COMMERCE AS RELATED TO THE
CAUSE OF THE ADVANCEMENT
OF WOMAN.

ALICE C. CHASE.

The human body, though made up of many varying parts, of nerves, of bones, of muscles, of ganglia, of plexuses, is yet, for use and action, thought of and viewed as a unit. So society, though composed of many elemental parts, various in origin, in function, in purpose, yet is an integral unity in carrying forward the destiny of the universe.

Some parts of the body seem to have two relations, or one might say two lives, a life which is instinctive, and a life which is voluntary. The organs of respiration are somewhat possessed of this two-fold existence; so are the organs of locomotion; the movements and expressions of the face, are, however, the best examples.

The human body and its relation to the material world without it, afford a clear illustration of the two-fold life of man, his life as an individual and his life considered in his relations to the society around him; every part of the body works in harmony with every other part in a state of health; if one part be starved or unnaturally stimulated the others suffer, thus is it among the component members of society.

In a community, in a nation, nay in the whole human race, this rule holds; all men's good is each man's weal; and when all men's good shall be each man's rule, we shall have a healthy society, all its parts working in harmony as the parts of a healthy physical organism, and the seeds of disease can-

no longer find soil in which to grow. For disease in the body politic, and in the body physical, can only grow when the soil is unnaturally fertile, or unnaturally barren; surfeit and starvation are states alike favorable in the body of man and in the organized society, for the growth of disease and foulest humors.

Considering, then, three stages in the history of commerce, and their effect upon society, viz, the states of indigence, of competence, of surfeit, we shall especially endeavor to show the connections existing between these states and the condition of woman at the time of their existence, and shall show that there is a mutual dependence between the sexes, so that when woman has attained her highest plane, man is also in his most exalted condition. From this we see that a selfish motive is given to man, (the most powerful lever to raise his sluggish energies,) to help forward the advancement of woman.

1. In the state of indigence, the infancy of nations, before the refining influence of national intercourse has had time to work, before nations by trade have begun to amass wealth, the condition of woman is the most pitiable that can be conceived of, as well as the lowest in the social scale. The savage, doomed to depend for existence on the precarious success of his efforts in the chase, or the tiller of the ground struggling with rude and uncouth implements to sow and reap his scanty harvest, are alike the slaves of nature; and as, in this stage of human development, when the spiritual power is yet held in subjection by the animal, brute force is the governing element, woman is here man's abject slave. The American Indian treats his wife with far less consideration than his horse; all the labor of the family falls upon her; she prepares the game captured in the chase, but may not eat until his hunger is satisfied; a mere chattel, she can claim nothing by virtue of a humanity she is not believed to possess. The Hindoo bids his wife die

upon his funeral pile, that in the land of shades she may be ready to cook his rice, as here, and serve his varying needs and humors. The Turk will not even allow his wife a place in his heaven; her faithful service to him here may earn for her exemption from torture after death, but nothing more. Everywhere, in every age, when man has been crushed by poverty and ignorance to a state of servitude to nature, woman has been held by him in a still more cruel bondage.

2. As nations advance by the aid of wealth to the point of competence, the civilization of man in mass, as well as of the individual, must increase. The accumulation of wealth removes the burden that so long weighed him down; holding the imperishable token of his god-like image, useful knowledge, he breaks the chains that nature has fastened on him, and stands erect and free. He is now nature's lord, and her powers are now so many aids that serve him with willing energy. And here, when man stands in full stature, woman, also emancipated, stands beside him free, as well. On the same plane they toil and are happy; their hopes, their loves are all to one centre drawn, and the question of equality, though denied by cavillers, is yet ever accepted in fact by the best and wisest men, always the true type of their age. A Grecian writer, speaking of Athens, in 750, (B. C.) says that purity and truth among its women were unailing. When Lucretia, Virginia, and Cornelia, gave the Roman name new glory, woman had more privileges in Rome than at any time before this or after it. The sons and daughters together shared the patrimony, and so far the question of divorce had scarce come into Roman courts. In the countries of Europe this truth holds; even in France, where the rights of woman have been most cruelly kept from her, yet the period when her prosperity has been greatest will ever be found to be also the one in which woman has enjoyed the fairest opportunities. In England, from the reign of

Elizabeth to that of Charles II, in some respects the best period of her history, the law granted to woman far more honest claim upon her property, than at any other time. Though England may seem to stand possessed of more grandeur and beauty now than in the days of the stern Protector, it is yet in a great degree the beauty of the whited sepulchre, for England's commerce, at this time, has reached the third step in the gradation, that of surfeit.

3. When wealth goes beyond the point of fair competence, and fills a nation's coffers with the glittering, useless thing called gold, the nation must retrograde. Man loses the fair proportion of his erect freedom, his purity is sullied, he is again enslaved; this time to a worse master than Nature, none other than Self. A miserable serf, bound to his own passions and his greed of gain he once more enslaves his companion to his caprices, and woman is again crushed into hopeless servitude.

For the most essential mark of a country surfeited with wealth, is the shameful inconsistency manifested in the treatment of woman. If she be poor and defenceless, she is starved, wronged, crushed under foot without compunction and without remorse; while if she be, on the contrary, wealthy and beautiful, she is fawned upon and flattered. And by this mock chivalry, this pretentious admiration, this latter is betrayed into a slavery no less degrading than that of the former, a slavery that makes of her merely the pet and plaything of man, created solely to please his fancy and pander to his desires, and as his toy, to be kept in ignorance and folly as long as may be. In France, to-day, the contrast between the condition and treatment of the rich woman and the poor, is appalling; but it is as nothing compared to the same contrast in England. Could the wrongs of the poor women of England be told in the unvarnished words of truth, good men would wonder that the wrath of a just God did not consume the land, as the

fire from heaven consumed Sodom of old. In the great cities of our own land, like contrasts exist; side by side we find the petted belle of fashion, and the poor over-worked, and half-starved seamstress, alike in mental impoverishment and moral degradation, yet unlike, cruelly unlike in outward circumstances. In every nation of old time, Greece, Rome, and others, we can trace these three steps, as I have already done.

I will allow that the superior condition of woman, in the second stage spoken of, is a relative thing only, always proportionate to the point of its education reached at that time by the world. Political rights, and a fair and honest permission to acquire and use knowledge, and to receive honor and reward with man for work equally well done, have never yet been granted her; but these are questions of time, questions to be solved in the affirmative when the world is a little older and wiser. But man, blind as ever, will not see what will be to his ultimate advantage here, fearing a competition that might rob him of his lazy superiority; with absurd pertinacity he refuses fair opportunity to his sister, forgetting that her uplifting is his own as well. Forgetting that because one member cannot suffer without causing the other member to suffer with it, he cannot rob his sister to enrich himself with impunity. It is sad to think that so many signs around us betoken that we have reached, in our country, the stage of surfeit; it is shocking to know what strength the vices and follies of an effete civilization are gaining among us. To oppose their onward progress with the flaming sword of truth that turns every way, is all that can we do; the world will learn by bitter experience, that the power and purity of every nation is secured when woman occupies the place that God has given her as man's friend and equal, but must totter to their fall when he takes away her rightful inheritance, whether he makes her his tool or his toy, his plaything or his beast of burden.

WE take pleasure in presenting the first of a series of papers upon practical topics connected with health, from one who is fully competent to do justice to subjects so important. The others will appear in succeeding numbers. [ED. SCHOOLMASTER].

AIR.

BY DR. J. A. SEWALL.

"Such as is the air, such be our spirits; and as our spirits, such are our humors."

The best place to look for good air is outside the church, the school-house, even the best regulated houses in our land.

True, there is much that is good in the church, we get some good from the school-house—(and the "Schoolmaster,") and untold good from our homes, but pure air is not one of these goods.

The "Insiders" are generally considered the happy, the fortunate, the lucky ones, but the "Outsiders" get the pure air. If a man would live comfortably, he must have health, food, and sleep—these three—but the greatest of these is health.

He needs to breathe five thousand times where he eats once—and sixteen thousand times where he sleeps once. If a little of the food taken be not exactly pure and good the system has five or six hours to repair the hurt, or get rid of the evil. If the sleep be broken, or too short, it can be made up and the breaks mended the next night, but if the air we breathe, every three and a half seconds, be impure, there is no time to get rid of the impurity, no opportunity to repair the damage that is constantly being inflicted.

Not only is bad air a poor article to breathe, but it prevents the stomach from getting the good out of the food taken into it, and the brain from securing a full supply of refreshing sleep.

No wonder that the people of olden time believed that

"Such as is the air, such be our spirits."

Good, pure air, seems then, to be

quite a necessity. (You need not print this last remark in the news column, Mr. Editor.) But it is not found in church, school-house, the family sitting-room, or even the more private bed room.

Now I hear my readers say, Hear one of those radical, sensational reformers talk! No air fit to breathe in church or home? Are we all to move out doors, or breathe his poisoned air?

You are too fast, kind reader. I am not a radical, sensational reformer, but a cool, calculating, consistent, conservative chemist.

I simply tell you facts, and you can move out doors, or live in the house, just as you please, and I will amuse myself by analyzing the air in your rooms, and recording the result of my observations. You may breathe such air as I say you must, or you may stop breathing—it is all the same to me.

When air has been breathed once, it is considered by all respectable physiologists as unfit to be breathed again, till it has been thoroughly overhauled, reorganized, reconstructed; in fact, four hundred and fifty parts in every ten thousand of exhaled breath, is a deadly poison.

The air out doors, in the country, contains two and five tenths parts of this poison in ten thousand; in churches, from nine to forty-four; in school-houses, from seven to fifty-nine; in bed rooms, from twenty-eight to one hundred and twenty-five parts in ten thousand.

I found in the air of our school-room—where the "Schoolmaster" teaches—taken from near the ceiling, fifty-one parts in ten thousand, and in that taken from the lower part of the room, forty-two parts.

The air out doors is considered pure, though it contains a small amount of this carbonic acid gas, or poison air, but more than this renders the air unwholesome and, of course, the larger the per cent. of the gas, the greater the injury to the inhaler.

But this carbonic acid gas is only one of the many bad things found in churches, school-houses and bed rooms. The body has several ways of getting rid of these things it no longer needs. The lungs send off a large quantity in the form of this carbonic acid and water, more or less impure. The skin is ever busy in removing the worn out, useless, dirty matter. Now the body, as a physical organism or machine, has very little discretion as to where and when it shall throw out these worn out, refuse products, and so it flings them out right and left, right into the faces of its neighbors, and in a crowded room, these emanations—not very sweet, coming from lungs, and skin, from head and feet, especially the latter—are so mingled with the air that when one takes breath, he takes a quantity of this rubbish into his lungs.

“What is one’s meat is another’s poison” don’t apply here. What your system has got rid of as impurities is not fit for me to take into mine; it is to me just what it was to you.

Is it really true that there is so much dirt floating about in churches and schoolrooms? How are we to avoid this foul atmosphere?

To answer these questions, is no part of my business. I am engaged in looking up the facts about these matters, and reporting to the SCHOOLMASTER.

CORNELL UNIVERSITY.

Of all the younger institutions of learning of a high grade in the United States, Cornell has taken the lead. This she has been enabled to do by the wise munificence of her founder. Fortunate in her inception, she is equally fortunate that her liberal endowment has not been squandered in the erection of costly structures of brick and marble, but more wisely invested in securing the services of a superior Board of Instruction—a corps of men, some of whom, Agassiz, Lowell and Goldwin Smith—are of international as

well as national fame. The following letter, written soon after a visit to Cornell, by President Edwards of the Normal University, will be read with interest.

We extract from the *Bloomington Pantagraph*.

NORMAL, Ill., Jan. 17, 1870.—EDITOR PANTAGRAPH: The following brief summary of impressions made upon my mind by a visit to Cornell University, is, by request, presented to you for publication. It was written in February last—but the subjoined letter from the Corresponding Secretary of the institution will show what changes have taken place in its circumstances:

1. The old constitution of the State of New York, the one now in force, contains no provision concerning a State University. But the new constitution, soon to be voted upon by the people, provides that the congressional fund, turned over by the State to the Cornell University, shall never be recalled, but shall always remain as an endowment for that institution, subject to the restrictions imposed upon it by the law of Congress making the appropriation. No one, of course, knows how the vote on the new constitution will stand, but all have expected the adoption of that portion of it relating to the University. By the charter, certain officials, the Governor, Lieutenant Governor, Secretary of State, Superintendent of Public Instruction, Speaker of the House of Representatives, and the President of the State Agricultural Society, are ex officio trustees. Besides these, Mr. Cornell, his son, A. B. Cornell, the President of the University, the Librarian of the Cornell Public Library in Ithaca, are permanent members of the board. There are fifteen other trustees, who hold their office for five years, three going out every year. The vacancies thus created are filled by election. Of the yearly vacancies two are filled by the existing board, and one is to be filled by the alumni of the university as soon as their number shall reach one hundred, and provided forty-five are present. Until that time,

all are elected by the existing board, and afterwards, in case of failure to elect on the part of the alumni. A majority of trustees shall never be of any one religious denomination, nor of no denomination. The eldest male lineal descendant of Mr. Cornell is always to be a member of the board. The endowment of the institution is derived from two sources; an original donation by Mr. Cornell of \$500,000, and the land-scrip falling to the State of New York under the act of congress concerning agricultural colleges. By the law, every State was entitled to 30,000 acres for every United States Senator and Representative. This gave New York 990,000 acres. Of this, about 400,000 acres have been sold at about \$1 per acre. About 100,000 acres are not yet located, not sold, and held at \$1.10 per acre. These lands are mostly in the pineries on the Chipeway river, in Wisconsin.

Other gifts have been made to the institution by its founder, to the amount, it would seem, of about \$300,000. These gifts include 200 acres of excellent land as a model farm, a collection of specimens in geology and palæontology, and expenses incurred in locating lands. Of all this, about \$1,100,000 is now productive and yielding revenue, \$500,000 at seven per cent. and the remainder at about five and a half per cent. This gives an annual income of \$68,000.

2. As at present organized, there are three degrees awarded: A. B. (Bachelor of Arts), B. S. (Bachelor of Science), Ph. B. (Bachelor of Philosophy). All instruction is comprehended under two grand divisions:

I. The Division of Special Arts and Sciences, and

II. The Division of Science, Literature, and the Arts in general.

Under I. are included

1. The Department of Agriculture.
2. The Department of Mechanic Arts.
3. The Department of Civil Engineering.

4. The Department of Military Engineering and Tactics.

5. The Department of Mining and Practical Geology.

6. The Department of History, Social and Political Science.

Under II. eight different courses have been arranged.

3. The "Elective Principle" is adopted in its fullest extent. Not only does the student elect the division, department, and course to which he shall attend, but he may elect to pursue any study in any course of any department in either division. The only limitation is that no study shall be taken for which the pupil has not made the necessary preparation. For example, Analytical Geometry cannot be studied by one ignorant of Plane Geometry.

4. Chemistry and similar sciences are studied by practical experimenting on the part of the pupil, from the very beginning. The institution furnishes chemical apparatus and supplies in great abundance, and sells those that are perishable to each student as he needs them. Such as are not perishable are loaned, without charge except for injury. A separate account is opened with each student, in which he is charged both with what he buys and borrows. The supplies and apparatus in chemistry are imported, chiefly, as I understood, from Germany. A great saving of money is thus effected, and better articles are secured, than if the purchases were made in this country. Every student is furnished with a seat at the table in the analysis room, and is allowed to occupy it a given length of time every day. When the time is up, he gives way to the next man. In the new building, the spaces at the table will be four feet long, and will be each intended for four persons, coming one after the other. When any one leaves the seat he gathers up his implements and supplies, and puts them in drawers devoted to his use, and occupying one-fourth of the drawer space at that portion of the table. These drawers are locked and he keeps the key.

By this arrangement every student becomes the custodian of his own property and takes upon himself all the responsibility for its preservation.

The institution is well furnished with apparatus of all kinds. Many pictures, diagrams, charts, etc., for the illustrations of many subjects, are found on the walls. Models in *papier mache* greatly magnified, of many minute animals and plants, have been imported from France. The tiny moss that cushions the rock appears here with the magnitude of a sunflower. Its minutest filaments and invisible organs stand before the eye, in form and color, as distinct as they appear under the microscope. A silk-worm, two feet long and two inches in diameter, so made that the back lifts off and shows the internal structure, stretched its complacent length upon a shelf. A rattlesnake's head yawned like an immense cavern, and showed teeth, and fangs and forked tongue. Manikins and models of horses, made of the same material, showed muscles and bones, and nerves and blood-vessels. But other kinds of models were seen in large numbers. Several long shelves seemed to contain nothing but diminutive patterns of plows, of all forms and for all uses. Vast libraries, too, containing books in many languages, and on all subjects, especially of a scientific character, have been purchased here and in Europe, at great expense. Purchases are constantly making, too, of books and apparatus. The blackboards used are slate.

6. Much of the instruction is given by lectures. Many of these are without any immediate daily recurring demands upon the pupil. The professor delivers his lecture to the class, and the student carries away as much of it as he feels interested to master. An examination at the end of the term is the only test applied to the pupil. In some subjects there are daily recitations, but the students are not marked in them. No penalty follows a failure but the disgrace of a public exhibition of ignorance. The examination at the

close of the term determines the pupil's standing, and also determines the question of his continuing with his class or in the institution.

7. Very little restraint of any kind is exercised over the students. Even attendance on the chapel exercises is voluntary thus far, although when a hall of sufficient size shall have been provided, this arrangement may change. There is no restraint in respect to hours, except those of recitation. Students spend their time just as they please, except during the time when they are reciting. Some abuse of this freedom has been manifested. On a cold night during the present winter, a huge bonfire was kindled in front of the University building, and between it and the town. It was, as averred, a magnificent blaze. The cry of "fire" went forth. The town turned its eyes to the hill. No one doubted that the building, with its precious contents, was burning. Fire engines were soon moving. Only with the greatest difficulty could they be drawn up the long and steep ascent. At last the engines and crowd reached the spot, and found that it was only a pile of tar barrels. Of course there was disappointment, not to say rage. Expressions very loud, and not a little deep, were freely heard among the multitude. Just then, from the wood near by, came as if from a hundred throats, and all in tune, one ringing monosyllable. "Sold!" "Sold!" resounded with wonderous clearness among the hemlocks, and the sound was echoed from rock and wall. The dignitaries were not pleased. The founder, it is said, was for severe measures. But they thought better of it, and the boys were allowed to have their fun and no questions asked. Other instances are mentioned of demonstrations not so agreeable to any but the participants. It is considered, however, that on the whole the plan of unrestrained freedom has worked well. The facts as here detailed were communicated by trustees, members of the faculty and students.

Much reliance is placed upon the

military drill as a neutralizer of this tendency to undue license. All the young men are organized into companies. The captain and subordinate officers are selected from the senior class. Major Whittlesey, of the U. S. Army, has control of the whole organization. He is styled the commandant. He also has a class in military engineering and tactics. These studies are purely optional, and the class, as I understood, is not at present large. Any absence from the military drills, which all the students are required to attend, or any absence from rooms at the hour for evening inspection, is reported to the commandant, and is observed by him as a breach of discipline. And as the drills occur morning and evening, this requisition operates as a check upon vagrant habits. Indeed, the commandant appears to be the only person who exercises any control over the daily deportment of the young men. A uniform has been adopted, but not, as yet, required. It consists of dark gray coat and pants, with a black stripe down the side of the pants, and a black collar to the coat. The cap is dark blue, with a golden wreath in front, enclosing the letters—"C. U. C."—Cornell University Cadet.

9. Provision is made in the charter for the gratuitous instruction of one student from each Assembly District of the State of New York. They are appointed by the Board of Supervisors of the county, and selected by examination from the best scholars in the academies and public schools of the assembly district. First, a selection is made of the best scholar in each of these schools. Afterwards, in pursuance of a public notice to be given by the Board of Supervisors and the County School Commissioner, these best scholars meet for competitive examination, and the most successful of them is appointed a student in the University. Besides these, who are called State students, and who number 128, others are admitted on the payment of a tuition fee of thirty dollars a year. Each State student is subject to examination

by the Faculty, and if found deficient may be rejected, notwithstanding his previous appointment. The examination by the supervisors is held once a year. In case a vacancy occurs by the withdrawal, for any cause, of any student regularly appointed, the next best competitor at the examination already held, may be admitted to the place. There is no matriculation fee, either for the State students or for those paying tuition fees. The whole number of students now in attendance is about 350.

10. Every applicant to be admitted must present satisfactory evidence of good moral character. To be admitted to the course of the first division, the special sciences and arts, the applicant must be at least sixteen years of age; and to be admitted to the second division—science, literature, and the arts in general—he must be at least fifteen years. "Candidates for admission to any department, or course, must have received a good common English education, and be morally, mentally and physically qualified to pursue to advantage the course of study to which they propose to give their attention." In addition to this general requisition, special preparation is required for each separate course according to its character. For example, the classical course requires an examination similar to that required in colleges of good grade.

11. Thirty-six prizes are offered for the current year; six by Mr. Cornell, and thirty by the President. They consist mostly of a first and second prize for excellence in most of the subjects taught in the university. Only four third prizes are offered. In every case fifty dollars are offered for the first prize, twenty for the second, and ten for the third.

12. Eminent men are employed as lecturers in the different departments of study. Among them are Professor Agassiz, James Hall, of Albany, James Russell Lowell, Geo. W. Curtis, and others. Prof. Goldwin Smith, late of Oxford, England, resides in the uni-

versity, and lectures upon English history.

13. But Cornell University has some very important unsolved problems. Among them is the question of manual labor. How much of it shall be required? On what condition shall it be performed? Shall there be a money compensation for it, and if so, how much? What adjustments shall be made for it in the work-shops? By some it has been proposed that the University shall enter upon some branch of manufacture, as that of chairs, and that the students be employed to do the work, each laboring a given number of hours per day. Others think it would be better to furnish the work shops with tools, turning lathes for wood and iron, etc., and that the young men be instructed, according to their liking, in the use of these implements.

14. Cornell University is a noble enterprise. It starts upon its career with a larger endowment and with brighter hopes, probably, than have marked the advent of any of its predecessors. It has fallen more nearly into the current of public opinion than most existing institutions. Its projectors have studied the popular demands, and appear determined to meet them to the letter.

But to come more into detail. In late years, a very general conviction has arisen to the effect that in the selections of study for the mental discipline of scholars, other things being equal, the preference should be given to those that are of practical utility in the ordinary affairs of life. This principle is undoubtedly sound. Many reasons at once occur to the mind in support of this statement. As has just been said, this principle has only been acknowledged in recent times. Anciently, practical utility was not only not considered a recommendation to a given study, but it was thought to take away from its dignity and value. It is cause for sincere rejoicing that so noble an exponent of the new idea has been established at Ithaca.

Another great step is the establish-

ment of elective studies. An elementary culture that shall apply alike to all, that shall establish a common bond of general knowledge, is unquestionably demanded by the exigencies of our time and country. But to compel young men for four years to the study of subjects for which they have no love, and never will have any use, is, to say the least of it, absurd.

Other reflections occur to the mind in connection with the great institution; but as this was to be mainly an account of facts, I forbear.

Very respectfully yours,
R. EDWARDS.

ONLY A BABY'S GRAVE.

Only a baby's grave,
Some foot or two at the most,
Of star-daisied sod, yet I think that God
Knows what that little grave cost.

Only a baby's grave!
To children even so small
That they sit there and sing—so small a
thing
Seems scarcely a grave at all!

Only a baby's grave!
Strange! how we moan and fret
For a little face that was here such a
space—
O more strange, could we forget!

Only a baby's grave!
Did we measure grief by this,
Few tears were shed on our baby dead;
I know how they fell on this.

Only a baby's grave!
Will the little life be much
Too small a gem for His diadem,
Whose kingdom is made of such?

Only a baby's grave!
Yet often we come and sit
By the little stone, and thank God to own
We are nearer to heaven for it!

Gov. John M. Palmer has accepted an invitation to deliver the Address at the laying of the corner stone of the Southern Normal University, at Carbondale, on the 17th of May.

LINGUISTIC SINNERS.

THE COMMON CRIMES OF CONVERSATION.

There are the careless people "those who know the right, and yet the wrong pursue." They plunge recklessly on without a thought for the words they use; their sentences abound with exclamations and expletives more expressive than choice; their slang phrases are an offence to cultivated ears; and they exhaust the superlatives of the language on the most ordinary occasions. It is they who prefix every sentence, even on trivial topics, with "My stars!" "By George!" "By Jupiter!" "Gracious!" "Good Lord!" "Thunder!" "You bet!" "No, you don't!" In their vocabulary "Oh!" "Indeed, yes!" "Well!" and "Ah!" are as thickly strewn as leaves in Vallambrosa. With them a funeral is "jolly," a prayer-meeting "funny," an ordinary performance is "first-rate," the lowest round on the ladder of beauty is "real pretty;" and their indiscriminate admiration is expressed by the much abused epithets, "splendid, beautiful, magnificent, superb, bewitching, fascinating, charming, delicious, exquisite," etc. Any violation of law belonging to their code is "shameful;" a refusal to conform to their wishes is "horrid mean;" a common cold is "terrible," and a headache is "beyond endurance." They are always "roasted" or "frozen" or "melted;" their friends are beatified with every virtue; and their enemies are the offscourings of the race. They so completely exhaust the language on common occasions that no words are left to give expression to their deeper feelings.

A second class includes those who violate the laws of etymology. They have been thoroughly trained in the grammar of the language, and yet refuse to be regulated by its precepts. This class is a large one, and includes among its audacious sinners:

1. Those who use the objective case for the nominative: as, "It is *me*," for

"It is I;" "It is *her*," for "It is she;" "It is *us*," for "It is we."

2. Those who use the nominative case for the objective; as "Between you and I;" for "Between you and me;" "I know *who* you mean;" for "I know whom you mean."

3. Those whose subjects and verbs do not agree in number and person; as, "*Says* I," for "Say I;" "You *was*," for "you were;" "My *feet's* cold," for "My feet are cold;" "*There's* thirty," for "There are thirty."

4. Those who use the indicative mood for the subjunctive; as "If I *was* you," for "If I were you."

5. Those who use the present tense for the past; "I see you yesterday," for "I saw you yesterday."

6. Those who use the intransitive verb for the transitive; "If he is a mind to," for "If he has a mind to."

7. Those who use incorrectly the much abused verbs sit and lie; as, "I am going to *lay* down;" for "I am going to lie down;" "I *laid* down this morning," for "I lay down this morning;" "I shall *set* there," for "I shall sit there."

8. Those who use the adverb for the adjective; as, "She looks *beautifully*," for "she looks beautiful;" or its opposite, "She walks *graceful*," for "She walks gracefully."

9. Those who use a plural adjective with a singular noun; as, "*Those* kind," for "That kind;" "Six *pair*," for "Six pairs."

10. Those who use the compound relative for the conjunction; as, "I do not know but *what* I will," for "I do not know but that I will."

11. Those who use the objective case after the conjunction "than;" as "He knows more than *me*," for "He knows more than I."

12. Those who use double negatives; "No, you don't *neither*," for "No, you don't either."

13. Those who use the wrong preposition; as, "Different *to*," for "Different from;" "In regard *of*," for "With regard to."

14. Those who use the superlative degree for the comparative; as, "The *oldest* of the two," for "The *older* of the two."—*Old and New*.

CHICAGO.

The schools began their winter term January 3, with new interest. Notwithstanding the press has repeatedly attacked them in the interest of certain factions, which it wishes to secure for future use, they have steadily advanced, are growing in public favor, and are striving for higher attainments in mental culture. Teachers are more enthusiastic, are seeking for the best ways of doing their work, not satisfied with the old, and are thus enlisting their own energies and that of their pupils also. Never before was better work done in them than now.

Mr. A. M. Brooks resigned his position as Principal of the Dearborn school, which place is now filled by the Head Assistant, Miss Barnard.

The number of pupils enrolled for the month of December, was 27,330; the per cent. of attendance, 96.4; number of tardinesses, 7,329.

At the last meeting of the Chicago Principals' Association, a report was read on the alternation of studies from day to day. The practice has been to have one study one day and another another, the course being so full that all the exercises required could not be heard every day, thus taking all the studies of each grade at one time. The report (Mr. Baker, of the Skinner school, Chairman) was adverse to this practice, and suggested a course for the Grammar departments which would simplify the work and obviate the difficulty. Some expressed themselves in favor of the measure, others in opposition to it, but it was placed on file for reference, to be called up at a future time.

It is decided that the Association of School Principals, of this State, will meet in Chicago on the sixth of July next. We understand that an excellent programme is already arranged

and that every effort is put forth to make the meeting profitable to all. Some topics will be discussed in which all teachers are interested, as they bear directly upon the present and future of their work. Among other things the Kindergarten and Special Teaching will receive attention.

By means of the press and the pulpit, the question of the Bible in the public schools is likely to be well discussed before School Boards are called on to consider it. There is great diversity of opinion concerning it, but many predict that it must be thrown out for the sake of peace, and because we have no right to coerce the consciences of those who do not believe in the authority of the Scriptures, especially of those who do not accept King James' version. The President of the (Chicago) Board reports in favor of its disuse, and it is not improbable that the question will be agitated in the Board at no distant day.

FEMALE SOCIETY.

You know my opinion of female society. Without it, we should degenerate into brutes. This observation applies with tenfold force to the young men, and those who are in the prime of manhood. For after a certain time in life, the literary man may make a shift (a poor one I grant) to do without the society of ladies. To a young man nothing is so important as a spirit of devotion (next to his Creator) to some amiable woman, whose image may occupy his heart; guarding it from pollution which besets it on all sides. A man ought to choose his wife as Mrs. Primrose did her wedding gown for qualities that "wear well." One thing at least is true, that if matrimony has its cares, celibacy has no pleasures. A Newton, or mere scholar, may find employment in study; a man of literary taste can receive in books a powerful auxiliary; but he must have a bosom friend, and children around him, to cherish and support the dreariness of old age.—*John Randolph*.

THE WORLD MOVES.

The 1st Vice President of the National Teachers' Association is a lady.

The 1st Vice President of the New York State Teachers' Association is a lady.

The Secretary of the Indiana State Teachers' Association is a lady.

By a recent vote of the Trustees of Michigan University women are admitted as students to all departments of the Institution. There was but one vote in the negative.

There is no change to be made in the curriculum on account of this change in the rules of admission of students. No concession whatever, as to the course of study, is made on account of the new rule. The *Battle Creek Journal*, whose editor is one of the most notable scholars in Michigan, and the man who offered the resolution admitting women to the institution, has the following paragraph upon the point of most interest in the matter:

"Nor is the admission of women to the rights and privileges of the University intended to interfere with the elevated standard of scholarship at which the Regent and Faculty have aimed. It is not the purpose to lower the qualifications for admittance or for taking the degrees, in a single particular. If a woman desires to climb the rugged steeps of Parnassus, she is welcome, right royally welcome to the attempt, but she ought not and we believe she will not, ask for a concession in her behalf, through any change in the course of study, or any variation from the customary strictness of examinations. If the institution shall ever become less than a University, in the truest sense of the word, either by rendering its scope of instruction more narrow, or by degrading it from the high position which it now occupies as a place for imparting the very highest attainments of scholarship, it will not meet with the expectations of the people of Michigan or of those who are charged by them with its management."

Governor Campbell, of Wyoming, has signed the Woman Suffrage Bill passed by the Legislature of that Territory. This makes the bill a law, and now, for the first time in America, the right of women to vote has been legally recognized by a political community.

AMERICAN LOVE OF DISPLAY.

One of the worst features of modern American society is the insane desire for display in dress, dwellings and equipage. The clerk on his salary of \$1200 or \$1500 apes the millionaire, and squanders his substance in vain show. The shop girl imitates the heiress, and robs her mind and perhaps her stomach to flutter in the peacock plumage of fashion. It is the testimony of intelligent travelers that small incomes bring more of comfort abroad than at home, not simply by purchasing more articles, but by saving self-respect from the sad humiliation of being looked upon with indifference, if not with contempt, by those who are the social leaders, on account of the length of their purses.

We are assured that at Dresden or Geneva, and other large cities of the continent, intelligence and character, and not wealth and parade, are made the basis of association with the most cultivated and refined class. Dr. Samuel Osgood, of New York, in a recently published letter writes as follows:

"It is remarkable how little respectability depends upon mere money getting and money spending in the most cultivated portions of Europe. I have visited a great scholar at Berlin, in his frugal rooms on the third floor of the house, and found him courtly as well as refined, and not only in the best Berlin society, but a favored guest at the King's table. We Americans ought to have this spirit, and respect worth more than wealth; but I am sorry to say that nowhere in the world have I seen so much sycophancy to mere money as in this metropolis of ours."

HINTS TO TEACHERS.

THOROUGHNESS IN TEACHING.

I believe that most of the failures in the government of schools, come from ignorance of the pure, and what the Savior calls the heavenly character of little children, from want of faith in children, and from a secret unbelief in the words of Jesus Christ in regard to them,—“Of such is the kingdom of Heaven.”

The habit of not confining himself to one or two departments, but of occasionally giving instruction in branches most remote from each other, is a habit of vital importance to the mental welfare of the head of a great school. It not only secures him from the danger of considering one department more important than any other or than all the rest, but from the weariness, and from the cramping and dwarfing effect upon the mind, incident to confinement to one subject. A man obliged to give, every day, four or five lessons of one hour each, will be tired to exhaustion if they are all upon one subject; while he will be comparatively fresh at the end if he has given instruction upon three or four different subjects. Variety of action is as important to cheerfulness, and to the health and elasticity of the mind, as variety of food is to the health and strength of the body.

It is an almost fatal mistake to keep a boy at one study nearly all the time for months together, and hardly less dangerous is it for the teacher himself.

A great and blessed discovery was it for working boys in England, and not less blessed for working men everywhere, that a class taken from their workshops, and set to learning in school for some hours each day, will, in a week, accomplish more *work* than if they had spent the whole of each day in the workshop.

The recent experience of some of the gymnasia in Germany, that boys taught but four hours a day make more progress than others taught for six hours, is to the same effect.—*George B. Emerson.*

The true view of study is that which constantly connects it with coming accountability. When a lesson has been well read to the ear, and received its just praise, we want to know how much mental effort has been expended upon it; how far the habits exercised in acquiring it are likely to act upon what has never yet been read. If a small battalion stand their ground against the formidable columns of the spelling-book, and are neither slain nor routed, we long to know whether their success is only in defence, or whether they will be able to use these repulsed columns effectively in the fields of written debate and description. We ask ourselves, when the geography class locates cities, traces the course of streams, bounds continents, whether the young imagination, from the materials of its instruction, peoples these cities with life, looks up to the scenery or across the meadows that border these rivers, reproduces the character and habits of the people that fill these countries. If History offers her facts from the printed page, and with unsurpassed verbal accuracy the learner repeat them, we hope doubtfully that he has some well defined ideas of what facts are great in their consequences, what wars have been righteous and what wicked, what examples are to be imitated and what avoided, and the reasons for this discrimination.—*Massachusetts Teacher.*

COMPULSORY EDUCATION.—The question of compulsory education is settled so far as nature is concerned. Her bill on that question was framed and passed long ago. But, like all compulsory legislation, that of nature is harsh, and wasteful in its operation. Ignorance is visited as sharply as wilful disobedience—incapacity meets with the same punishment as crime. Nature's discipline is not even a word and a blow, and the blow first, but the blow without the word. It is left to you to find out why your ears are boxed.

TEACHERS' STUDIES.

An academical teacher cannot worthily discharge his educational functions unless he has some leisure for private study, and is enabled to keep himself on a level with the advancing thoughts of the age. If he is merely retailing the little stock which he gathered himself as student, his intellectual poverty will reappear in the minds of his pupils.

Niebuhr used to call his pupils his wings; they would have been leaden wings if he had been required to drudge with them like a teacher of a common school. Nor would Newton have been what he was to England and the world, if as a professor at Cambridge, he had been compelled to give four recitations a day, and to eke out his income by traveling about to deliver public lectures besides. I do not claim for the ministers of learning and science great incomes; they above all men ought to cultivate simplicity of life; but the highest interests of civilization require that such of them as have shown superiority and devotion to their calling should be released from incessant and engrossing toil for daily bread. If it were only as the indispensable precursors of practical science, which cannot advance without the guidance of previous investigations, unremunerative to the investigators, such professors would repay reasonable liberality many fold. The prospect of a higher claim is also requisite as a stimulant to the ordinary teachers, whose calling must be otherwise somewhat hopeless, and being hopeless will be apt to be somewhat lifeless.—*Goldwin Smith.*

Reading furnishes the mind only with materials for knowledge; it is thinking that makes what we read ours.

LOCKE.

The Art of Education, that noblest but least studied of all the arts.

BROWN.

A GOOD SCHOOLMASTER.

The following admirable statement is taken from a speech to the French Chamber of Deputies by Guizot, the eminent statesman and philosopher:

“What a well assorted union of qualities is required to constitute a good schoolmaster! A good schoolmaster ought to be a man who knows much more than he is called upon to teach, that he may teach with intelligence and taste; who has a noble and elevated mind, that he may preserve that dignity of mind and deportment, without which he will never obtain the respect and confidence of families; who possesses a rare mixture of gentleness and firmness; a man not ignorant of his rights, but thinking much more of his duties; showing to all a good example, and serving to all as a counsellor; not given to change his condition, but satisfied with his situation because it gives him the power of doing good, and who has made up his mind to live and die in the service of primary instruction, which, to him, is the service of God and his fellow-creatures.

RESOLUTION.

If you've any task to do;
Let me whisper friend, to you,
Do it.

If you've anything to say,
True and needed, yea and nay,
Say it.

If you've anything to give,
That another's joy may live,
Give it.

If you know what torch to light,
Guiding others through the night,
Light it.

If you've any debt to pay,
Rest you neither night nor day,
Pay it.

If you've any grief to meet,
At the loving Father's feet,
Meet it.

If you're given light to see,
What a child of God should be,
See it.

Many years ago, when Prof.—— filled the chair of modern languages, he habitually called upon his class to alphabetical order. One of the other Professors, surprised at the uniform excellence of the recitations in this department, suggested that he should sometimes begin the recitations with the other end of the class, and then note the result. The suggestion was adopted: and accordingly the next time the class met, the following announcement was made: "Gentlemen, I have usually called for recitations in alphabetical order. It has been suggested that I sometimes reverse the order, and therefore you will take notice that after to-day, I shall begin with the *other end of the class*."

The *Hamilton Literary Monthly* is responsible for the following: "A number of young ladies visited the laboratory of Professor A. W. Bonner, during his "extra" chemist days. Their cheeks were evidently tinted with rouge. The professor was making some sulphuretted hydrogen gas. He knew that bromine was one of the ingredients of rouge, and that S. H. would turn it black. Accordingly he accidentally (?) let a quantity of gas into the room. Soon there was a commotion. One lady discovered that the other's face was black—the discovery became mutual. The result need not be described. Moral: Ladies who paint should steer clear of a laboratory."

We noticed, the other day, at a school examination, that all the children read their reading lessons from the book in a very stiff and artificial way. Yet those same children, when merely reading out their problems from the arithmetic, with no thought of elocution in their minds, spoke naturally and expressively. Shakspeare, Milton and Webster upon their lips became a torture; but when they read about the farmer who bought forty-two cabbages for eight cents each, and sold them for ten, the subject became more interest-

ing, and their manner quite agreeable. The reason was, that in reading the sum they forgot all about their manner; but in reading from the grammar school reader they thought of the manner alone.—*T. W. Higginson.*

OVERTAXING CHILDREN AT SCHOOL.

At a recent meeting of the Wisconsin State Medical Society, a paper was read by Dr. Waterhouse, on the subject of Debility in Children, especially with reference to the evils of overtaxing the children in our schools, the facts and suggestions of which were deemed so valuable, that a resolution was adopted, requesting its general publication by the press, for which purpose it has been revised by the author. We copy a few passages:

In our common schools of the present day—everywhere, but more especially in cities and the larger villages, where the best teachers are sought and generally obtained—every inducement, every incentive that can be devised and brought to bear to stimulate and encourage study is faithfully and persistently applied. The consequence is that many of our brightest and best children, of from six to ten years of age, are performing more study, more mental labor, than most of the business men, or more than their teachers. I am aware that many children are sluggish in temperament, and will bear, and seem to require urging to get them to learn; yet, with much of this class, it is their rapid growth that takes away their energy, and even ability to study; and, consequently, you must fail to get them to learn much until they cease to grow so rapidly; or, if you succeed in getting study out of them, you induce anæmia. What else can you expect? You cannot get more from the blood than there is in it; and since the blood must supply nourishment to the brain and the body and all its organs, for their exertions, it follows that, whenever you tax that fluid beyond its income, disease is the result.

A FORWARD MOVEMENT IN EDUCATION.

If the East is the birth-place of new ideas in politics, social philosophy and religion, the West is the region where novelties are most rapidly appreciated and fearlessly adopted. This has recently been exemplified by the action of the Board of Regents of the University of Michigan, who have decided to admit women to all of the privileges of that deservedly famous institution. While Harvard timidly experiments with allowing women and girls to attend a few lectures, the younger, but larger university, goes the entire length of the reform, and provides that all her privileges shall be equally open to pupils of both sexes.

We can but regard this as the most important educational reform of the age. It is about a generation since Horace Mann—who contributed more new and good ideas on education to his age than any other man of his time—fearlessly and ably advocated the reform which Michigan has been the first to adopt in her highest school of learning. He then held that our whole system of educating the two sexes was in direct violation of natural laws and common sense. It prevented boys and girls from any real knowledge of each other; it deprived them of the mutual influences for good which they might under proper division and discipline, exercise on each other; it developed young men without refinement and young women with false and morbid notions of the opposite sex.

It is no slight thing that Horace Mann's liberal and philosophical notions have at length been acted on by so important an institution as the University of Michigan. Numerically, it is the largest institution of its class in the country. Its character was justly extolled by Dr. Hedge, when he told the alumni of Harvard that the University of Michigan approximated more nearly to that of a real university than any other institution in the United States. Its example will be all-powerful in the West, and cannot fail to be greatly influential with the more conservative and slow-going East.—*N. Y. Mail.*

A MYSTERY SOLVED.

A Methodist minister, who was quaint in his manner, had a son who was attending public school. Though by no means deficient in natural ability, this son returned from school a few months since with a report of scholarship below the average.

"Well," said his father, "you've fallen behind this month, have you?"

"Yes, sir."

"How did that happen?"

"Don't know, sir,"

The father knew, if the son did not. He had observed a number of dime novels scattered about the house, but had not thought it worth while to say anything, until a fitting opportunity should offer itself.

A basket of apples stood on the floor, and he said: "Empty out these apples and take the basket and bring it to me half full of chips." Suspecting nothing, he obeyed, "put those apples back in the basket."

When half the apples were replaced the son said: "Father, they roll off. I can't put in any more."

"Put 'em in I tell you."

"But, father, I can't put them in."

"Do you expect to fill a basket half full of chips and then fill it with apples?"

"You said you didn't know why you fell behind at school; and I will tell you. Your mind is like that basket. It will not hold more than so much. And there you've been the past month filling it with dirt—dime novels!" The boy turned on his heel, whistled and said:

"Whew!" I see the point."

Not a dime novel has been seen in the house from that day to this.

Pretty Teacher—"Now, Johnny Wells, can you tell me what is meant by a miracle?" Johnny—"Yes, teacher; mother says if you don't marry the new parson it'll be a miracle!"

"'Tis Education forms the common mind.
Just as the twig is bent, the tree's inclined."
POPE.

THOUGHT.

Next to the good heart and clear conscience is the clear head. Dull thinkers are always led by sharp ones. The keen intellect cuts its way smoothly, gracefully, rapidly; the dull one wears its life out against the simplest problems.

To perceive accurately and to think correctly, is the aim of all mental training, and—I had almost said—of life itself. But I will not say that. Heart and conscience are more than the mere intellect. Yet we cannot tell how much the clear, clean-cut thought—the intellectual vision, sharp and true—may aid even these. Some say that a man never feels till he sees, and when the object disappears, the feeling ceases.

So we cannot exaggerate the importance of clear, correct thinking. We should eat, drink, sleep, walk, exercise body and mind, to this end. Just so far as we fail, we make dolts and idiots of ourselves. We cast away our natural armor and defense. The designing make us dupes, we are overreached by the crafty, and trodden under foot by the strong. Very likely there is a low murmur of conscience, too, for falling below its pure ideal. This adds a sharp sting to the shame of conscious dullness.

A man's great power in the natural world—among Nature's forces, water, steam and lightning, is not in his muscle, but his brain. Any horse can pull harder, lift more and endure it longer than the most perfectly developed man. But a single human brain can control a nation of horses. It is for us, then, to look out for this. If we would share what has not only given Napoleons, Cæsars and Alexanders their power, but the great conquerors of natural forces as well—the Fultons and the Morses—let us look out for the brain—see that late suppers and indigestion do not rob it of vitality, that alcohol does not harden it, nor want of sleep goad it on to insanity; but that moral, honest living may render it the clear, strong, glorious thing it may become.

SECRETS OF HEALTH.

First, keep warm; second, eat regularly and slowly; third, maintain regular bodily habits; fourth, take early and very light suppers; fifth, keep a clean skin; sixth, get plenty of sleep at night; seventh, keep cheerful and respectable company; eighth, keep out of debt; ninth, don't set your mind on things you don't need; tenth, mind your own business; eleventh, don't set yourself up to be a sharper of any kind; twelfth, subdue curiosity; thirteenth, avoid drugs; fourteenth, subscribe for and read a good newspaper.

Our common school system, since the Normal University has given tone and uniformity to its work, is most efficient and does honor to the State. The vim, thoroughness and enthusiasm which characterize the graduates of Normal, is communicated to the schools, giving to the graded schools of Illinois a high and well-deserved reputation. The Normal University has done and is doing a noble work.—*Peoria Review*.

A lady teacher, advertising for a situation, says she "speaks all the modern languages, and is perfect mistress of her own tongue."

"The mind impressible and soft, with ease
Imbibes and copies what she hears and
sees,
And through life's labyrinth holds fast
the clew
That education gives her, false or true."
COWPER.

"Of all sad words of tongue or pen,
The saddest are these—It might have
been."

He prayeth best, who loveth best,
All things both great and small.

Coleridge

Men are but children of a larger growth
Dryden.

Two kinds of men make good teachers—
young men and men who never grow old.

BEECHER ON SLEEP.

There are thousands of busy people who die every year for want of sleep. It may be that too much sleep injures some; but in an excitable people, and in our intense business habits, there is far more mischief for want of sleep than from too much of it. Sleeplessness becomes a disease. It is the precursor of insanity. When it does not reach to that sad result, it is still full of peril, as well as of suffering. Thousands of men have been indebted for bad bargains, for lack of courage, for ineffectiveness, to loss of sleep.

It is curious that all the popular poetical representations of sleeping and waking are the reverse of the truth. We speak of sleep as the image of death, and of our waking hours as the image of life. But all activity is the result of some form of decomposition in the body. Every thought, still more, every emotion, any volition wastes some part of the nervous substance, precisely as flame is produced by wasting the fuel. It is the death of some part of the physical substance that produces the phenomena of intelligent and voluntary life.

On the other hand, sleep is not like death; for it is the period in which the waste of the system ceases, or is reduced to its minimum. Sleep repairs the wastes which waking hours have made. It rebuilds the system. The night is the repair-shop of the body. Every part of the system is silently overhauled, and all the organs, tissues, and substances are replenished. Waking consumes, sleep replaces; waking exhausts, sleep repairs; waking is death, sleep is life.

The man who sleeps little, repairs little; if he sleeps poorly, he repairs poorly. If he uses up in the day less than he accumulates at night, he will gain in health and vigor. If he uses up all that he gains at night, he just holds his own. If he uses more by day than he gathers at night, he will lose. And if this last process be long continued, he must succumb. A man who would be a good worker must see to it that he is a good sleeper. Human life is like a mill; some-

times the stream is so copious that one needs care but little about his supply. Now, often, the stream that turns the mill needs to be economized. A dam is built to hold a larger supply. The mill runs the pond pretty low through the day, but by shutting down the gate, the night refills the pond, and the wheels go merrily around again the next day. Once in a while, when spring rains are copious and freshets overflow, the mill may run night and day; but this is rare. Ordinarily the mill should run by day, and the pond fill up by night.

A man has as much force in him as he has provided for by sleep. The quality of action, especially mental activity, depends upon the quality of sleep. If daytime is the loom in which men weave their purposes, night is the time when the threads are laid in and the filling prepared.

Men need on an average eight hours of sleep a day, or one-third of their whole time. A man of lymphatic temperament may require nine. A nervous temperament may require but seven, or six, and instances have been known in which four hours have been enough. The reason is plain. A lymphatic man is sluggish in all his functions. He moves slowly, thinks slowly, eats slowly, digests slowly, and sleeps slowly; that is all the restorative acts of his system go on slowly, in analogy with his temperament. But a nervous man acts quickly in everything, by night or by day. When awake he does more in an hour than a sluggish man in two hours; and so in his sleep. He sleeps faster, and his system nimbly repairs in six hours what it would take another one eight hours to perform.

Every man must sleep according to his temperament. But eight hours is the average. If one requires a little more or a little less, he will find it for himself. Whoever by work, pleasure, sorrow, or by any other cause, is regularly diminishing his sleep, is destroying his life. A man may hold out for a time. But Nature keeps close accounts, and no man can dodge her settlements. We have seen

impoverished railroads that could not keep the track in order, nor spare the engines to be thoroughly repaired. Every year track and equipment deteriorated. By and by comes a crash, and the road is in a heap of confusion and destruction. So it is with men. They cannot spare time to sleep enough. They slowly run behind. Symptoms of general waste appear. Premature wrinkles, weak eyes, depression of spirits, failure of digestion, feebleness in the morning, and overwhelming melancholy—these and other signs show a general dilapidation. If, now, sudden calamity causes an extraordinary pressure, they go down under it. They have no resources to draw upon. They have been living up to the verge of their whole vitality every day.

There is a great deal of intemperance besides that of tobacco, opium, or brandy. Men are dissipated, to overtax their systems all day and under-sleep every night. Some men are dissipated by physical stimulants, and some by social, and some by professional and commercial. But a man who dies of *delirium tremens* is no more a drunkard and a suicide than the lawyer, the minister, or the merchant that works excessively all day, and sleeps but little at night.—*New York Ledger*.

TAX FOR PUBLIC EDUCATION.

It is urged that a general tax on property, for the support of public schools, falls on many who have no children, and is therefore unjust. Carry out the principle of this objection, and it would overthrow the whole system of taxation. One would say that he never uses the public roads, and therefore he must not be taxed for them. Another never goes out in the evening, and therefore must not be taxed for lighting the streets. Another denies the right of all government and prefers to be without any protection but that of virtue—he must not be taxed for courts and legislatures. Another objects to the right of the State to carry on war for its defense, and must not be taxed to pay its military expenses. But taxation, we apprehend, is

never based on the principle that the individual wants it for his direct benefit, but that the public wants it, for the public has a right in all property as truly as the individual, and may draw upon it for its uses. One of these uses is the education of youth; for there is an important sense in which children belong to the State, as they do to the family organization. The ancient as well as modern States were endowed with an instinct of civil maternity making it the first law of her founders and constitutions to direct the education of the youth. Why should she not? They are the heroes of the future day, her pillars of State and Justice, her voters on whose shoulders she rests her Constitution, her productive hands, her sentinels of order her reliance for the security of life, liberty and property.

HOW LONG?

ALICE C. CHASE.

My heart is sad to-night,
Thro' many long and dreary days
I have wandered in darkest ways
Seeking in vain for light.

How long is the weary night!
As the chill and cheerless autumn rain
Beats in sobs on the window-pane
Like a spirit lost in fright.

My heart is sad to-night,
While I list to the winds that wail and moan
Thro' leafless trees with mournful tone
Are they praying too for light?

Alas for the frost's chill blight!
Sorrowfully my spirit grieves
O'er hopes that lie like Autumn leaves
Dead on the earth to-night.

My heart is sad to-night,
O could I but know when my grief can end,
Or whither my weary way doth tend,
To endless gloom or light!

Strong is Grief's cruel might,
O for faith that could dare to pray,
For hope that will trust in the darkest day;
Patience to wait for light!

THE OUTSIDE AND THE INSIDE.

From a Lecture with the above title, recently delivered by Prof. E. C. Hewett, before the Philadelphian Society of the Normal University, and published by the same, we make the following extracts, and commend them to our readers.

FASHION.

Whatever the style of clothing Mrs. Grundy prescribes, that must everybody wear; no question is asked about fitness, or the variety that a true taste would seek as best for the personal and peculiar characteristics of each; the only questions are: "What do they wear?" and "How do they wear it?" Why should not each one make his choice of style in dress, by considering what is becoming to his own particular form and complexion, instead of referring to the fashion plates in a tailor's shop? So, in ornament, if the same terrible Mrs. Grundy says that each woman must wear a ring of metal in her ears as large as a horse shoe, or a string of beads as large as pigeon's eggs around her neck, why, on go the monstrous ornaments, until the belle of a fashionable ball-room hardly shows better taste in her decorations than an Indian squaw or a woman of the Fejee Islands. If yellow hair is the rage, then by some strange metamorphosis, all heads turn yellow; if fashion says so, the hair must be so arranged, frizzled and puffed, as to remind one of a mop or an oven-broom; if a complexion of chalky whiteness is fashionable, on must go the "lily white"—on to Christian women's faces, no matter that in the end the result is a skin as dry and sallow as an old drum-head. Was the green youth so very ridiculous after all? "Father," said he, "I want a dollar to buy a buzzum pin. I can wear my old clo'es; and it is coming summer, and I can go bare-foot; but I am ra'ly suffering for a buzzum pin." Mrs. Grundy will sleep properly under a fashionable tomb-stone before the millennium begins.

THE INSIDE AND OUTSIDE OF EDUCATION.

Every school must have its outside; the house, the furniture, the apparatus; the

quiet, earnest, daily work, the living, efficient instruction, are its inside. Both must be of good quality to insure the highest success. But the house and the apparatus make their impression upon the most vulgar eye; it is only the trained and appreciative eye that can judge rightly of the interior. To men who see chiefly the outside, a great pile of brick and mortar seems the chief thing in an institution of learning. In attempting to establish such an institution, such men think little of providing anything else; they build a large building, if possible a little more pretentious than the one in the next village; they christen it with a high-sounding name; and then, perhaps for economy's sake, perhaps to provide a place for some relative or some member of their own party or sect, they put inside as teacher a man wholly incompetent for the place. The school starts off with a great flourish of trumpets; the highest expectations are aroused; visitors flock to see and admire the building; and for a time everything goes swimmingly. Soon, however, the interest dies out, pupils fall off, the teacher resigns or is discharged, the founders become discouraged, and yet cannot tell what is the matter. The school fails, and the grand building stands, a crumbling monument, "Sacred to the memory of" another attempt to make an empty bag stand alone.

If you doubt the picture, travel through the State of Illinois and count the empty buildings that boast the name of University, College or Seminary. And do not wholly omit from the catalogue such as, although not entirely empty, shelter some poor little attempt at a school which drags its slow length along at a poor dying rate.

In the daily operations of a school, the same thought of outside and inside presses itself upon us. There is the government from the outside, which deals entirely or chiefly with Rules and Regulations, their enactment and enforcement, which seems to aim at commanding and forbidding each several thing to be done or to be avoided, and then busies itself in "run-

ning the machine" it has constructed. On the other hand, there is the government from the inside, which deals chiefly with motive and principle; which commands and forbids nothing, but in case of absolute necessity, which aims to lead the pupils to govern themselves, as they will be required to do in after life; or rather, which strives to induce such habits as shall render all government unnecessary.

In the work of instruction and learning, one or the other of the same two methods is apparent. He who works from the outside, says to his class in Reading, "Pronounce your words right, mind your stops, emphasize this word, give the rising inflection here, read this on a high key, use the orotund now," etc., etc.; to the class in Language and Composition "Follow this rule, adopt this phraseology, choose this high-sounding word, copy the style of this speaker or writer;" to the class in Geography, "Commit to memory these several particulars, learn to recite fluently the language of these definitions, remember this list of productions, and these isolated facts about climate," etc.; to the class in History, "Learn the number slain in this battle, the particular and unrelated facts of this chapter; or commit to memory all this language so that you can retail to me the several fragments that will answer these questions in the margin;" to the students of Mathematics, "Commit at first the language of these definitions, then learn these thousand-and-one separate and isolated rules, then apply the proper rule to each particular example, and your work is done." The one question of a student trained in this way is, How shall I do this thing? How shall I get this answer? instead of inquiring, What is really to be done? What are the principles involved and the relation of the parts? thus allowing the process to evolve itself.

He who teaches from the inside, of course, has to do with the matters enjoined by the other, but he does not put them first or chief. In Reading, he endeavors to develop his pupil's powers of speech, to help him to imbue himself thoroughly with the thought and feeling

of the article he is to read; then the particulars of the execution will almost take care of themselves. In Language, the first thing will be to awaken some thought to be expressed; then, when that thought is arranged, an expression for it is easily found. In Geography and History, no facts are attempted alone; a relation is always established between them; their dependence upon one another is indicated; and if this is correctly done, the student may exclaim like the old astronomer, "Oh! my God, I think thy thoughts after Thee," for the features and the movements of the earth express the thoughts of God, and History tells us of his stately doings among the inhabitants of the earth. In Mathematics, the principles are wonderfully few. These the inside teacher will show his pupils in their simplest form; when they are once mastered, the method of application is easy. The teacher in all departments of study, will accept and follow the two dogmas of sound pedagogy, "Begin with the known, and proceed from it to the unknown;" and "Develop the idea first, clothe it in language or teach its symbol afterwards." The proverb that "as is the teacher so is the school" doubtless expresses an unquestionable truth.

Teachers, like all other men, range under one of the two classes—radicals and surface men. One teacher's qualifications consist chiefly in what he *has*,—a fine presence, a winning way, a smooth tongue, an acquisition of the facts and formulas of science and learning. Another's qualification consists chiefly in what he *is*,—a clear thinker, an earnest worker, a thorough, warm-hearted, honest man; not that his possessions and acquisitions are to be overlooked or ignored. And such teachers are the great need—the *sine qua non*—of our schools. Without such a teacher you may have the most finely appointed house, the most valuable and costly apparatus, the most approved methods of discipline and instruction, the support and cooperation of patrons, and after all the school will be a failure and a sham. With such a teacher, though you put him

into a barn and give him nothing but a planed board and a piece of chalk, your school will be a success; not in the highest degree doubtless, but unquestionably a real and a lasting success.

BOOK NOTICES.

Geology; for Teachers, Classes and Private Students. By Sanborn Tenney, A. M., Professor of Natural History in Williams College. Philadelphia: Published by E. H. Butler & Co., 1870.

This is a very attractive work. Written in popular language, though without the sacrifice of scientific accuracy, and profusely illustrated, it can scarcely fail to meet with an extensive sale. We know of no scientific work in which the valuable assistance rendered by good engravings is more apparent, and this feature will render the book particularly interesting to young readers for whom, in great part, it is intended. A copious Glossary, arranged to give, after the word itself, first, its pronunciation, secondly, its etymology, and thirdly its signification, adds materially to the value of this model of a scientific text book. The author, Prof. Tenney, is entitled to great credit for his endeavors to popularize the natural sciences by his public lectures, and by the publication of treatises like the above mentioned.

The Model Speaker. By Philip Lawrence, Professor of Elocution. Philadelphia: Eldredge & Brother. Chicago: W. B. Keen & Cooke.

This is a volume of 395 pages, printed in handsome style, and on tinted paper.

A brief and unpretentious Introduction by the author, is followed by a series of selections in Prose and Verse, well suited on the whole for the purpose of Elocution. While the old and established favorites are for the most part retained as they should be, many new and fresh pieces by modern authors are interspersed. The Model Speaker meets a popular want, and deservedly claims the attention of teachers.

A Text Book on Chemistry. By Leroy C. Cooley, A. M., Professor of Natural

Science in the New York State Normal School. New York: Charles Scribner & Co., 1869. Chicago: Hadley, Hill & Co.

In a progressive science like Chemistry, in order to keep pace with modern discovery, books like that of Prof. Cooley must ever be in demand. From such examination as we have been able to give, this work seems to possess several marked merits.

First, its arrangement is logical, the order of topics being well suited for school-room work. Secondly, it does not attempt too much, and does not cover too many pages for a School Text Book. Thirdly, the obsolete theories of the chemists of a half century ago are discarded, and the present state of the science is clearly exhibited, so far at least as the brevity of the work will allow. We note in particular the new and improved chemical nomenclature, and the atomic theory. The work is handsomely published.

The Elements of Physiology and Hygiene. A Text Book for Educational Institutions. By Thos. H. Huxley, F. R. S., and Wm. J. Youmans, M. D. New York: D. Appleton & Co. 1869.

Few modern scientists are entitled to rank with Prof. Huxley. A brave and original thinker, his contributions to modern scientific knowledge are universally read and respected, even when not accepted as altogether true. Prof. H. thus sets forth his object in writing this work.

"My object in writing has been to set down, in plain and concise language, that which any person who desires to become acquainted with the principles of Human Physiology may learn, with a fair prospect of having but little to unlearn as our knowledge widens. I have endeavored to play the part of a sieve, and to separate the well-established and the essential from the doubtful and the unimportant portions of the vast mass of knowledge and opinion we call Human Physiology."

Dr. Youmans, a pupil and friend of Prof. Huxley, has made valuable additions to the volume, especially upon the important topic of Hygiene. The result of the

combined labors of these eminent authors is a work whose scientific accuracy can be relied upon, while the clear style and admirable treatment of the subject render the book as fascinating to the general reader as it is useful to the young student.

The American Speller: A guide to the Orthography of the English Language. By Henry W. Day. New York: Charles Scribner & Co. 1869. Chicago: Hadley, Hill & Co.

The plan upon which this new speller is arranged is thus set forth by the author:

"If the alphabet were perfect, so that for every elemental sound there were one sole character or letter, then, all that would be necessary in order to be able to spell every word in a language, would be to know the sounds and their names. The deviations, at all events, from the perfect application of this governing principle, occasion all the difficulty to be met with in spelling. The readiest way, it would seem, to teach the orthography of a language,—to teach spelling,—would be to ascertain first these several principles of deviation from a perfect alphabetical system, and then to collect under them the words governed by each exceptive principle respectively, or at least so many of such words in each class as would sufficiently exemplify the principle and introduce the learner to the orthography characterizing the whole class."

On this principle this speller is prepared. If properly used, it can scarcely fail, we should think, to secure a better result than many of the spellers before the public. But the schoolroom-test is the only true one, and to this we have never seen this work subjected. Its plan, however, impresses us very favorably.

The Rhode Island Schoolmaster, which died about the time the Illinois SCHOOLMASTER was born, has recently been resurrected, and is now, as it was previous to its decease, one of the best of our educational exchanges.

PUBLISHERS' DEPARTMENT.

THE ATLANTIC MONTHLY FOR 1870.

The Atlantic Monthly will be conducted on the same general plan which has hitherto proved so acceptable to intelligent American readers. In view of their relations with the most illustrious writers in the United States, the publishers feel warranted in assuring their patrons that the future volumes of the Magazine will be at least equal to those already published and will be of general interest and permanent value.

BAYARD TAYLOR will contribute to the *Atlantic* for 1870 a new novel entitled "*Joseph and his Friend*." It is a Pennsylvania story and deals with the more striking aspects of Pennsylvania country life and character, as Mrs. Stowe has represented New England traits in her "*Oldtown Folks*."

DR. I. I. HAYES will furnish a series of sketches, "*Under the Midnight Sun*," embodying some of the noteworthy experiences of his Arctic adventures.

GEN. F. A. WALKER, of the Treasury Department, will treat of Finances, Tariffs, and related subjects.

SIDNEY ANDREWS ("*Dixon*," of the *Boston Advertiser*), will give his impressions of "*John Chinaman*," derived from a careful and unprejudiced study of the Chinese in California.

The *Atlantic* for 1870 will contain a series of valuable articles from authors especially qualified to discuss our Commercial Relations, and the needs of our Mechanical and Manufacturing Industries.

Regular or occasional articles may be expected from the well-known writers who are numbered among the contributors to the *Atlantic Monthly*.

TERMS: Single or Specimen number, 35 cents; Yearly subscription, \$4 00 in advance; Two copies, \$7 00; Five copies, \$16 00; Ten copies, \$30 00, and \$3 00 for each additional copy; Twenty copies, \$60 00, and a copy *gratis* to the person sending the Club, or Twenty-one copies for \$60 00.

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METHOD IN TEACHING.

We are not made by institutions. Men make themselves. The expression "He is self-educated," has come to have a very narrow signification. In the truest sense, there is no education that is not self-education. Surround a dolt with learned professors, bury him in books to the ears, is he any the less a dolt? We are not what our teachers and our opportunities have made us, but what we have made ourselves. Are good teachers and favorable opportunities then of no avail? Nay, verily. We do right to mellow and enrich the soil where we propose to plant a vine, to shield it from drought, and frost, and insect pests, to give it strength and symmetry by judicious pruning. But the vine must seize the soil with its rootlets, it must put forth its own finger like tendrils, it must breathe in sunshine with its spreading leaves, it must mature its own sweet clusters. The best that we can do is to render the conditions and surroundings as favorable to healthful growth as possible. So in the work of human development. No education will cause a maple-germ to develop into an oak, or an apple seed to grow grapes. "Just as the twig is bent the tree's inclined." Very true; but what bending will cause the walnut tree to bear oranges? "We cannot gather grapes of thorns, or figs of thistles." What then is the

office of the true teacher? *To help the child to help himself.* That is all.

Now, with this thought in mind, who does not see that method is of far more consequence than quantity. Will not all agree that he is a far better student of history who has been trained to discriminate between events of great and those of minor importance, to systematize and classify what he studies, than he whose memory has been crammed with multitudinous dates and facts of little moment?

To investigate his processes before accepting the conclusions of another, to sift evidence and winnow the chaff from the wheat, to weigh testimony and exercise intelligently the right of private judgment—these are the prerogatives of a cultivated mind, and to help our pupils to attain the power to do these things should be our chief aim as instructors. To make our pupils the timid echo of ourselves is indeed a poor result of faithful labor.

To the extent that we are able to give to our pupils self-reliance and independence, controlled by intelligence and a trained judgment, have we achieved success in the best sense of that term.

Calumny is like the brands flying from a large fire, which quickly go out if you do not blow them.

The first incumbent of this position, Hon. Henry Barnard has recently been removed, and Gen. John Eaton, of Tennessee, a graduate of Dartmouth, and for some time Superintendent of Instruction in Tennessee, has been appointed in his place. Much dissatisfaction has been expressed at the management of the National Department of Education under the administration of Mr. Barnard, and it is much to be hoped that Gen. Eaton will be more successful. We find in the *New York Nation* the following reference to Mr. Barnard and his successor: "The American Institute of Instruction honored him (Barnard) with resolutions of confidence, and laid particular stress on his library, which he had been thirty years in collecting, containing a great mass of facts and figures relating to education in all parts of the world. To our minds, this was the fatal possession of the Commissioner, and if he has done anything since his appointment to Washington but rummage among and rearrange his dusty and dead statistics, we hardly know what it is. As to his successor, Gen. John Eaton, he is not, either, the proper officer of a real Department of Education, though an honest and in many respects capable man. We owe his selection by the President probably to the latter's knowledge of his character, and some observation of his management of the freedmen under the Bureau, in Tennessee. We suppose he will perform acceptably all that the law requires of him, but it is doubtful if that is enough to save the Department from the disfavor of Congress. A man of the requisite culture and experience, and young enough to entertain advanced views on the subject of popular education, might lend such dignity to the now contracted and pitiful function, as to extort from our law-givers a liberal enlargement of it, and from the people an interest in it, which would ensure the most valuable results."

In the eager inquiry for new and improved methods in the work of Education, we are in some danger of forgetting that mental, like vegetable growth, is a slow process. We sit by the oak and watch in vain to see it grow. But silently and without observation the process goes on until the slender sapling has become the mighty monarch of the forest. That is but a mushroom cultivation whose only thought is to "get along fast"—to put the pupil through hundreds of pages in a single term. The process of "cramming" is mental gluttony, and gluttony is not the source of healthful development. Take time to do well what is attempted. Beware of superficiality in your school work, teachers. Work by the day and not by the job. We all know what the latter means in carpentry. Hurry, slight, botch the work—rush it through in a period too short to admit of thoroughness. Result,—swift downfall and decay. Take time—take all the time needed for securing a result as nearly perfect as imperfect humanity is capable of attaining. Such work will do to build upon—upon such a foundation may be reared the superstructure of a true and noble manhood and womanhood.

A CHILD'S PLAY.

There is no more unfavorable symptom in a young child, than an apparent dislike of play. Play is the infant's chief instructor, as well as its amusement. It is a great mistake to suppose that unless a child uses a book or is under the eye of a teacher that he is learning nothing. What ought to be regarded as the chief business of a child? To grow. Every thing should be subordinated at first to healthful physical development. Give it a place to play in, active companions and toys to play with, clothes not too good to play in, and encourage its plays.

FROUDE, THE HISTORIAN.

Among modern historians, none holds a more honorable place than Froude. A clear and vigorous thinker, demanding the facts which substantiate the statement of his historical predecessors, and arriving at his own conclusions by honest processes, he may safely be recommended to all earnest seekers after truth. Here are his views respecting the method in which history should be written: "For history to be written with the complete form of a drama doubtless is impossible. But there are periods the history of which may be so written, that the actors shall reveal their characters in their own words. Wherever possible, let us not be told *about* this man or that. Let us hear the man himself speak, let us see him act, and let us be left to form our own opinions about him. The historian, we are told, must not leave his readers to themselves. He must not only lay the facts before them; he must tell them what he himself thinks about those facts. In my opinion, this is precisely what he ought not to do."

ROGER ASCHAM.

In the time of "Good Queen Bess," one of the brightest ornaments of her court was Roger Ascham, at one time the Queen's preceptor in the learned languages. His fame has proved less lasting than that of less worthy contemporaries. One of his published works was entitled *The Schoolmaster*, and contained much wise thought not unsuited to our age, although the author died more than three centuries ago. Although quaint in style, it is not difficult to understand the following extract:

"It is pity that commonly, more care is had, yea, and that among very wise men, to find out rather a cunning man for their horse, than a cunning man for their children. They say nay in word, but they do so in deed. For to the one they will gladly give a stipend of two hundred pounds by

year, and are loth to offer to the other two hundred shillings. God, that sitteth in heaven, laugheth their choice to scorn, and rewardeth their liberality as it should; for He suffereth them to have tame and well-ordered horse, but wild and unfortunate children; and, therefore, in the end, they find more pleasure in their horse than comfort in their children."

HOW TO HELP MEMORY.

How little in modern treatises upon education is really new. Has any modern philosopher ever uttered wiser words or given plainer rules for the help of Memory—that most necessary but too often most treacherous of human servants—than quaint old Thomas Fuller, who died in 1661? Hear him.

"First, soundly infix in thy mind what thou desirest to remember. What wonder is it if agitation of business jog that out of thy head which was there rather tacked than fastened? It is best knocking in the nail over night, and clinching it the next morning.

"Overburden not thy memory to make so faithful a servant a slave. Remember, Atlas was weary. Have as much reason as a camel, to rise when thou hast thy full load. Memory, like a purse, if it be over full that it cannot shut, all will drop out of it; take heed of a gluttonous curiosity to feed on many things, lest the greediness of the appetite of thy memory spoil the digestion thereof.

"Marshal thy notions into a handsome method. One will carry twice more weight trussed and packed up in bundles, than when it lies untoward, flapping and hanging about his shoulders. Things orderly fardeled up under heads are most portable.

"Adventure not all thy learning in one bottom, but divide it betwixt thy memory and thy note books. He that with Bias carries all his learning about him in his head, will utterly be beggared and bankrupt, if a violent

disease, a merciless thief, should rob and strip him. I know some have a common-place against common-place books, and yet perchance will privately make use of what they publicly declaim against. A common-place book contains many notions in garrison, whence the owner may draw out an army into the field on competent warning."

THE TEACHER'S PERSONAL INFLUENCE.

So much is wont to be said of the value of wise methods in the work of the school-room, that one means of education is in some danger of being overlooked. The real manhood of the teacher and his ability to inspire his pupils, are certainly not second to his scholarship as means of Education. For his wonderful success as a teacher of boys, we take it, Dr. Arnold of Rugby was not more indebted to what he did, than to what he was. A high ideal of character, a lofty conception of life, when exhibited in a teacher, perform a nobler part in Education than the most skillfully arranged drills in the sciences.

The following extract which we take from a recent number of the *New Englander* has special reference to College training, but the leading idea may be applied in the least pretentious of Common Schools.

"We need to import into our academic life a different spirit, for, of course, such culture as I have been upholding cannot be imparted by mechanical and formal methods. The impulse must be living, personal: it must come not from books, but men. The mere school-master is never more out of place than in the professor's chair. I share to the full Lessing's contempt for what he calls professoring. Unless mind touches mind there will be no heat. We make much of our improved methods and text-books, but after all they matter less than we suppose. A genial, opulent, overflowing soul is the secret of success in teaching. To have read Euripides with Milton were better than having

the latest critical edition. Not the methods, but the men, gave Rugby and Soreze their fame. And hence the advantage, in a college, of smaller numbers, where the students, brought into daily familiar contact with superior minds, may catch unconsciously the earnestness, the urbanity, the kindred glow, which only such personal contact can communicate. All inspirations are vital. The spirit of a living creature is in the wheels. It was in strict conformity with this supreme, spiritual law that, when the highest, holiest truth was manifested, it was manifested in a Living Person."

TEACHER'S WORK.

The work of the teacher is two-fold—government and instruction. Children congregate at the school-house from a great number of widely different homes, as representatives of the parents who send them, and, unlike political representatives, are generally true to their constituents. So far as they have thoughts, feelings and prejudices, these are identical with those of their parents. There are, of course, a few exceptions, but in general the statement is true. The teacher is expected to take this conglomeration of material, and evolve therefrom, in an incredibly short space of time, polished jewels fit for the social or commercial market. Each child, if not already a diamond, is in process of crystallization and needs only the smiles and persuasive glance and flattering word of an approving teacher to complete the process. Such are feelings of the parents and consequently of the children.

Widely different are the thoughts of an impartial teacher as he looks upon the mass before him: to his penetrating glance, some are mere sand and clay, some soil, others iron ore, a few silver ore, still fewer have traces of gold in them, and possibly one or two are undergoing crystallization into jewels. After discerning the material, comes the labor of refining and polish-

ing. Each one is to be held firmly to his work till he is master of it—till his mind grasps and possesses what is presented to it, and is capable of using, whenever occasion requires, the principles he has studied. And right here is where many teachers fail. Eager to have their pupils go over much ground, urged to do so by patrons, and expected by a school board to make an advancement that can be estimated in pages, they do not apply the test of mastery to their pupils—*use*—and hence nearly all that has been lodged in the memory by former efforts is brushed away by later committals, till pupils know nothing except the last thing studied, and that is shockingly mixed with preceding lessons. Teachers are apt to become satisfied if pupils simply commit and are able to repeat the *dictum* of an author, thus precluding the action and hence the development of the faculties whose exercise and growth constitute education, and practically admitting that a given amount of knowledge learned is education. This kind of instruction, if it makes anything, makes learned fools, completely obscuring common sense, which is but the symmetrical and natural development of the faculties. All the improvements of the age “serve to illustrate the superiority of wisdom and sense to mere learning, when dissociated from those qualities and powers which can bring it into relation with the practical questions and every day life of our time.” The world recognizes this by chiselling into proverbs such sentiments as these:

“Wisdom does not always speak in Latin and Greek.”

“A mere scholar at court is an ass among apes.”

“A handful of common sense is worth a bushel of learning.”

The true teacher feels this, and is willing, for the time being, to combat the cherished notions of parents and children, to labor to correct them, and, if possible, lead the parents to see the condition of the children, the work to be performed, and the great end to be

attained, as they are seen by himself. He will thus secure their cooperation, and awaken new and juster aspirations in the breasts of his pupils. He can then shape, mould and press to suit his material, and develop it after its kind and order.

It must not be his aim simply to hear recitations, however finely they may be conducted, but to combine what is taught into a system of knowledge. He must be confident that he has a system of his own or he cannot construct one for his pupils. The relativity of knowledge should be well understood by him.

To do all this requires another element not enough considered in scholastic labor. There must be something more than a habit of receptivity on the part of pupils: they must be active seekers for knowledge, they must be inspired with a love for it, they must be flushed with enthusiasm, they must be impelled by their own sense of right and duty, or they will never attain any considerable degree of culture. There must be a force within, ever active and ever increasing, that impels to activity, to obedience and to the proper performance of every duty, or there will be no education. That force is moral character. It is to the individual what steam is to the engine, or electricity to the telegraph, or attraction to the matter of the earth, or to the stellar atoms of the universe. Arouse this nature, and all the forces of the pupil's being are enlisted in service, and every faculty is induced to perform the desired effort. It is the teacher's most efficient auxiliary.

If the teacher with these aims in view labors from the earliest dawn of the child's intellections, feeding his mental life with food suited to its nature and growth, leading him forth into the broader field of abstractions, filling his soul with motives of love for the right because it is right, and hatred of the wrong because of its injustice, introducing him into the universe of knowledge which has its centre in the Great First Cause, he may safely trust him to

the instruction of that Providence which rewards all according to their merits, for the purification that makes jewels of common elements, and brilliants out of the dust of the earth, to place them in the walls of the eternal city where they shall shine as the stars forever.

AIR.—II.

BY DR. J. A. SEWALL.

The SCHOOLMASTER has been to see me several times, and talked with me about the article that I wrote for him about the air in churches and school-houses. He tells me that if what I said is true, and the folks believe it, he fears that they will stay away from church, and keep the children out of school. Well, I suppose they will. If what I said is true, and people believe it, they will do something to avoid the evil. There is so much good to be had in church and school-house, however, that I think, before people will be driven away by fear of the evil there, they will try, at least, to get rid of the bad, and retain all the good. If this is true—if those who read my last piece really want some light and help, I will get out of my chemist's chair, and, for a while, fill, though somewhat awkwardly, the chair of Therapeutics; that is, I will act as professor of Therapeutics regarding the church and school-house, but as professor of Prophylactics regarding the people, or, rendering this into English, I will discourse on the cure of the buildings herein named, and the protection of the people inhabiting them.

The reason why all lakes without outlets are salt, is because all the water flowing into them contains some saline matter; and as all the water that gets out of these lakes goes out by evaporation—the water only evaporating—the saline matter is left, and salts the water. If one of these lakes should find an outlet, it would become fresh.

Now, why the air in our public buildings, especially our school-houses, is so impure, is because impure air is constantly being poured into the room, and no outlet provided for it to escape. It accumulates until the air becomes unfit to breathe. Then it seems necessary to contrive some means whereby the bad air may escape. Suppose we make a large opening in the side of the room or the top, or build a shaft for the foul air to pass out at. Then we might say: now, we have done our part—we have made a way possible for this curse of bad air to leave our rooms. But the air does not go out of our opening. Now don't begin to blame it, and call it malignant; even bad air is better than no air at all, and if this bad air should go out of our opening, there would be a vacuum, and then!

In the Mormon Bible, in the book of Alma, I believe, may be found this passage, (I am not a Mormon, Mr. Editor, I have only one wife—I don't want another): "And he said unto the Lord, behold there is no light in our ship; and the Lord answered and said, make thou a hole in the top of the ship; and they made a hole, and behold the water came into the hole which had been made to let in the light; and he raised his voice and said, Lord, behold the water cometh into the hole in the top of the ship; and the Lord said unto him, make a hole in the bottom of the ship to let out the water." Now, I don't know how the ship "navigated" after these holes had been made, but I think the general principle a philosophic one.

If we make a hole to let out the air, we must provide in some way to admit air, or the air in the room cannot go out.

Suppose we make two openings, then, one to let in the air, and one to let it out. Into which of these will the air come, and out of which will the air go? Suppose we make an opening near the bottom of the chimney, or use the open grate or fire-place for one opening, and raise or lower a

sash for the other, will the air come down the chimney and go out of the window, or *vice versa*?

We all know that the air will come in at the window and go out through the chimney, or upright shaft. This plan of ventilating a room would do well in summer, but in winter the room could not be warmed. Then contrive some means to warm the air as it comes in, and then your ventilation will do as well in winter as in summer. I have in my room, a tubular stove with a sheet iron box over it, open at the top. This box connects with an opening of two square feet. So I take into my room a large amount of air, which is warmed as it passes through my stove. I have an opening into the chimney, near the floor, two feet by ten inches. This arrangement gives me a full supply of pure air.

Go and do likewise.

WAITING.

Learn to wait—life's hardest lesson,
Conned, perchance, through blinding
tears;

While the heart-throbs sadly echo
To the tread of passing years.

Learn to wait—hope's slow fruition;
Faint not, though the way seems long;
There is joy in each condition,
Hearts, though suffering, may grow
strong.

Constant sunshine, howe'er welcome,
Ne'er would ripen fruit or flower;
Giant oaks owe half their greatness
To the seething tempest's power.

Thus a soul, untouched by sorrow,
Aims not at a higher state;
Joy seeks not a brighter morrow,
Only sad hearts learn to wait.

Human strength, and human greatness,
Spring not from life's sunny side,
Heroes must be more than driftwood
Floating on a waveless tide.

Selected.

PERSONAL REMINISCENCES.

BY PROF. E. C. HEWETT.

Normal, Feb. 18, 1870.

MR EDITOR:

To-day is the birth-day of the State Normal University. Thirteen years ago to-day, the Governor of Illinois signed the Act creating this Institution, thereby making it the Law of the State. In the summer of the same year, the foundation of the present structure was laid, and the school itself went into operation on the 5th of October following. The Teachers, at its beginning, were Charles E. Hovey, Principal, and Ira Moore, Assistant. It is said that the first question addressed to a class in the infant University was answered by Enoch A. Gastman, Esq., now of Decatur. The teaching force was soon increased by the addition of Charlton T. Lewis, who remained but a short time, however; and, during the year, for a longer or shorter period, Miss Betsey M. Cowles, and Chauncey Nye, Esq., now of Peoria, assisted in the instruction. At the close of the year, the Board elected Dr. Samuel Willard now of Springfield, and Albert G. Boyden now Principal of the State Normal School, in Bridgewater, Mass., as members of the Faculty. Dr. Willard accepted the position, but Mr. Boyden declined. During the summer, a mutual friend gave my name to Principal Hovey, to take the place which Mr. Boyden declined. After some communication with Mr. Hovey, the offer was formally made to me, and I accepted it. I was then at the head of one of the city schools in Worcester, Mass. I closed my labors with that school one Saturday in the following October; and, one week from the next Tuesday, began my work in the Normal University at Bloomington.

Since that dreary October day, I have been pretty thoroughly acquainted and identified with the history of the Normal University; and I will try, as well as I can, to comply with your request, and

to tell you something of the state of affairs here, in those *old* days. I arrived in Bloomington, late on Monday, a rainy, October afternoon. I stopped at the old Pike House,—since burnt,—which then stood on the corner opposite the Pantagraph Printing Office. After supper, I found my way, through the mud and darkness,—both of extraordinary *thickness* to my unsophisticated Yankee experience,—to the house of President Hovey. Here I met Mr. Moore, the only person connected with the Institution with whom I had ever had any acquaintance. I went with Mr. Moore that night to his boarding-place, in the family of A. C. Washburn, Esq., and here I found a pleasant home for some time. On the following morning, I went to the Normal School. It was then held in the two upper stories of Major's Block, on Front Street, east of Main. The Assembly room of the Normal School was in the third story. The recitation rooms, and the Model School room, were on the floor below. The rooms were dingy, being warmed with stoves fed with Illinois coal. These stoves, moreover, had the habit of *smoking* into the rooms nearly as much as they smoked into the chimneys. The only entrance to our quarters was directly from the business street; and, during the rainy weather, which lasted almost constantly for three months, no small amount of the free soil of Illinois was transferred from the sidewalk to the school rooms, on the feet of the students. After properly drying there, certain implements called brooms were put in requisition; and, by their help, it was raised in dense clouds of dust, to settle again on desks, books, the walls of the rooms, etc., thus adding very much to the beauty and cheerfulness of our surroundings! The Normal School contained from sixty to seventy-five pupils. The Model School consisted of a Primary class in our building, and some older classes occupying rooms in Metropolitan Block, north of the "Square." The Model pupils in our building were taught excellently well by Miss Mary M. Brooks, since deceased. The

school in Metropolitan Block was in charge of Gilbert Thayer, Esq., now of Jacksonville.

On the first Saturday after my arrival, as the sun deigned to shine a little, friend Moore and I walked out to see the new building and its surroundings. It may not be uninteresting to know something of the appearance of "Normal" at that time. On Main Street, there was one poor old tavern-house between Mr. Rogers's and Mr. Bakewell's,—that alone on Main St., and the other streets in that part of town had no existence even on paper. The University building had its stone basement nearly completed; and thus it stood, and had stood for more than a year, just as it was overtaken by the financial crash of 1857. Just east of the foundation were two rough shanties containing such of the lumber as was on the ground, and affording an abiding place for the family of the Englishman who staid there to guard the property. The land now enclosed with the University had been a part of an old farm, which continued as far east as Elm Street, and traces of the old ditch that bounded the farm may still be found on the west side of that street. During the previous summer, this tract east of the building had been a cornfield. After walking around the foundation for a while, we took our way among the cornstalks over to President Hovey's lots. The extent of improvement here seemed to be a little hedge just set out and enclosing the lots. That hedge may be seen to-day surrounding the dwelling and fine grounds owned by L. A. Hovey, Esq.

We next crossed the ditch, already mentioned; and, from that to the Railroad, extended virgin prairie unmarred as yet by fence or tree or bush. It had, however, been laid out in lots, and certain little sticks were set along at regular intervals; those sticks are now the trees under which you walk as you follow North, Ash, and Mulberry Streets, and Broadway. We went to the only spot where this wild prairie had ever been broken by the plow. This was

on two lots which Mr. Moore had purchased the year before, where the house of G. Shelton, Esq., now stands. The lots just east of these pleased me very much, and the idea entered my head that day, that that spot of ground might one day be the site of my own home. But how about the rest of Normal, you will ask? Mr. Fell's house was already built, also Mr. Pennell's and another near it; there was a little group of three or four small houses around Mr. John R. Dodge's, and another little cluster of about the same number around Mr. Lorin Case's; an old grain-house stood where it stands now, at the crossing of Linden St. over the C. & St. L. R. R.; a rude shanty, in the north-west angle of the crossing, sheltered the family of Mr. McCambridge, and that was all.

[*To be continued.*]

THE SONG OF THE TEACHER.

A PARODY.

With strained and tired nerves,
With weary and aching head,
A teacher sat in her school-room old,
Earning her daily bread.
Teach—teach—teach!
In weariness and disgust;
And it's never because she will,
But always because she must.

Teach—teach—teach!
From nine in the morning bright;
And teach—teach—teach!
Till the clock strikes five at night—
It's oh! to be a slave,
Along with the barbarous Turk, [learn,
Where children have never a lesson to
If this is teacher's work!

Teach—teach—teach!
Till the brain begins to swim;
Teach—teach—teach!
Till the eyes are heavy and dim.
Whip, and scold and fret,
Scold, and fret and whip,
With never a prospect of an end,
Because I must have the scrip.

Teach—teach—teach!
My labor must not flag,
And what are its wages? a paltry sum,
Of which I cannot brag.
A leaky roof—a dirty floor,
A close and heavy air;
And a noisy class, with no pity—alas!
For my dull weight of care.

Teach—teach—teach!
From weary year to year;
Teach—teach—teach!
T'will never end, I fear.
Scold, and fret and whip,
Whip, and fret and scold;
I still must teach, though I long to rest,
My weary hands to fold.

Teach—teach—teach!
In the dull December light;
And teach—teach—teach!
When the weather is warm and bright.
While out on the "common" I hear
The click of the croquet balls;
And on my weary ears, the sound
Of merry laughter falls.

O! but to breathe the breath
Of the summer morning sweet,
Without the haunting thought of school,
In the afternoon's dull heat.
For only one short hour,
To feel as I used to feel,
Before I entered the treadmill round,
That quenches all one's zeal!

Oh! for a summer free,
To spend on the sunny beach;
No blessed leisure for love or hope,
But only time to teach!
A little rest would brighten life,
But I've no hope to retire,
E'en to the rest of the Old Woman's Home,
Until my salary's higher.

With strained and tired nerve,
With weary and aching head,
A teacher sat in the school-room old,
Earning her daily bread.
Teach—teach—teach!
In weariness and disgust,
And it's never because she will,
But always because she must.

Rhode Island Schoolmaster.

A SLATE KEEPING SCHOOL.

TELLING IS NOT TEACHING.

Harriet K. Hunt relates the following incident in a recent work. It is an example of self-government, which, we doubt not, will be suggestive to other teachers:

"A cousin of mine, in Charleston, having passed away, it became proper that I should attend her funeral. It was school afternoon; I did not dismiss the scholars, and, as they disliked a monitor, I hit upon the following plan of leaving them. I placed in the chair the large old-fashioned slate, (it had been my father's,) wrote on it the names of the scholars, in the order in which they sat, arranged the needle-work and reading—for I always had some interesting work read aloud by some elder pupil every afternoon—and then said: 'now, my children, when the clock strikes five, leave your seats orderly, go to my chair and place on the slate, by each of your names, a *unit* for good behavior, and a *cross* for bad. When I return, I shall anxiously look at the slate; and the next morning, when you are all assembled, I will read the list aloud, that everything may be confirmed. But I *trust* in you.'

"On my return I visited the school-room, and found but one *cross* on the slate, and that where I least expected it, appended to the name of a beautiful, open, bright, brave child, who then promised much for the world—the fact of her having rich parents being her greatest drawback. She was the last child in the school I should have thought capable of any misconduct. Well, the next morning came; the list was read; it proved truthful; but, when I came to this name, I said: 'My dear child, you must explain; why is this?—what did you do?' Looking up to me with those soulful eyes, and speaking with a soulful tone, which ever made her an object of sacred interest, she replied: 'I laughed aloud; I laughed more than once; I couldn't help it, because a *slate was keeping school!*'"

Children must be told less and taught more. They must be taught to see, and feel and hear aright, and for a purpose; to know what to look for, to find what they seek, and to hold fast whatever they find worth possessing. This is the only education worthy of the name.

Send an untrained man to the fields to hunt for birds or beetles, stones or flowers. He may seek with diligence, yet find nothing; for he does not know what to look for, or how or where to look for it. The rarest flower to him is no better than a weed, and an undescribed weed no better than the commonest flower. He will fill his pockets with worthless pebbles, and spurn with his feet the choicest minerals without seeing them. Send an Audubon, a Miller, or a Thoreau, and he will bring from the barrenest waste, treasures that will make man richer and wiser to the latest generation.

The schools cannot make every child a genius. But they should not tend to unmake those that are born so. Their first work should be to open the ears, to enlighten the eyes, and to sharpen the wits to use to good purpose the sharpened faculties. To this end, books are good as an assistance in the final stages, but very bad as a sole reliance, especially in the beginning.—*Selected.*

A college professor encouraged his geology class to collect specimens; and one day they deposited a piece of brick, streaked and stained, with their collections, thinking to impose on the doctor. Taking up the specimens, the professor remarked: "This is a piece of baryta from the Cheshire mines." Holding up another: "This is a piece of feldspar from the Portland quarries. And this," coming to the brick, "is a piece of impudence from some member of this class."

A LIBERAL EDUCATION.

That man, I think, has had a liberal education who has been so trained in youth that his body is the ready servant of his will, and does with ease and pleasure all the work that, as a mechanism, it is capable of; whose intellect is a clear, cold, logic engine, with all its parts of equal strength, and in smooth working order, ready, like a steam engine, to be turned to any kind of work, to spin the gossamers as well as forge the anchors of the mind; whose mind is stored with a knowledge of the great and fundamental truths of nature, and of the laws of her operations; one who, no stunted ascetic, is full of life and fire, but whose passions are trained to obey by a vigorous will the servant of a tender conscience; who has learned to love all beauty, whether of nature or of art, to hate all vileness, and to respect others as himself. Such a one, and no other, I conceive, has had a liberal education, for he is, as completely as a man can be, in harmony with nature. He will make the best of her and she of him. They will get on together rarely—she as his ever beneficent mother, he as her mouth piece, her conscious self, her minister, and interpreter.—*Prof. Huxley.*

BETTER LUCK ANOTHER YEAR.

Oh! never sink 'neath Fortune's frown,
But brave her with a shout of cheer,
And front her fairly—face her down—
She's only stern to those who fear!
Here's "better luck another year!"
Another year!

Aye, better luck another year!
We'll have her smile instead of wile—
A thousand smiles for every tear,
With home made glad and goodly cheer,
And better luck another year—
Another year!

The damsel Fortune still denies
The plea that yet delights her ear;
'Tis but our manhood that she tries,
She's coy to those who doubt and fear,
She'll grant the suit another year—
Another year!

Here's "better luck another year!"

She now denies the golden prize;
But spite of frown, and scorn and sneer,
Be firm, and we will win and wear,
With home made glad and goodly cheer,
In better luck another year—

Another year! Another year!

Selected.

A SNARE.

Even were the Bible honored in our public schools as the Word of God ought to be, there are yet particulars in which those schools may well challenge solicitous attention.

I would like to entreat any parent whose eye falls on this article to read it through, and I would begin by asking, Do you give any personal attention to the public schools? Do you note their modes of instruction and of discipline? Do you visit the one nearest you, say once a month, or even once a term?

Suppose your own children *do not* go there, your interests are yet involved in those schools. A mighty engine is there at work, shaping the mind of the next generation, forming the children of the land, and moulding, therefore, the destinies of the country. Be heedless, I pray you, no longer!

For fear of being misunderstood, let me stop here and pay a tribute to the teachers of the public schools. As a class they are earnest and zealous, able and faithful. Their duties are most arduous and they shrink from no amount of fatigue and self-denial in discharging them. And, moreover, under the influence of their increasing *esprit du corps*, teaching is fast rising to the dignity of a profession.

But the teachers themselves are subjected to a system, and who shall say that it is a system incapable of improvement; or that it is in every respect the best attainable? Let us test it in one particular. Go with me, mother of children, to one of the public schools.

It is late in the afternoon. The teacher is finishing her reports for the day. In the matter of recitations she herself is the sole arbiter of the records,

but in the matter of deportment each child is put on honor and required to answer for itself. She calls upon each little one by name to rise and give an estimate of its own behavior. Ten is the highest record; each instance of misbehavior takes off one from that number. Now observe.

There rises a gay, lively, little fellow, and with a saucy toss of the head gives his record as nine. He has played whenever his teacher looked another way, and has whispered at every opportunity. In fact he is one of those children—and there are such—who *cannot* keep still. “Think again, Eddie,” says the teacher, who has a general sense of the torment which the little fellow is to her, without any remembrance of specifications. *Eight*, he at once responds, dropping his bid one lower by way of experiment. Had his “eight” been challenged he would have lowered it to seven, but the teacher has no means of detecting the fraud, and eight it is recorded. He knows, and so do all his school-fellows who are keenly watching, that he ought to be marked zero.

Next arises a little girl who has written several notes and slyly put them into circulation. She is confident that they have escaped the observation of her teacher, however, and so she boldly gives in her record as ten.

Next comes a conscientious child. You can know it by the hesitation—the changing color—the troubled air. The teacher knows her to be one of the best of the scholars, but she gives in her record as five. How singular! She has seemed so good all day; what could she have been doing? But five it is, and the child with a sigh of regret and yet of relief sits down, the prey of conflicting feelings. She has counted her violations of rules so far and given in her record honestly, but oh! the others do not do so, and how can she go on much longer in this way! She has been a great deal better than the girl who was just marked ten; and how could she help it if her seat-mate did take her geography without leave and

oblige her to make signals in order to obtain it again, and if the girl behind her did whisper to her for her lead-pencil? And they did not give in their record any lower for those violations, and was it fair that she should have to?

Thus the struggle goes on in the little breast, each time growing fainter, but you do not perceive it. One and another is put on the confessional. You only notice how high some record themselves, how low others, and how a significant smile passes from one little face to another as the calling of the roll progresses.

In truth, is not this system a snare for the little ones? Is it not undermining their truthfulness? Does it not reward falsehood and punish honesty? Does it not subject conscientious children every day to what is to them a dire temptation? Does it not every day prosper untruthfulness? “Verily I have cleansed my heart in vain and washed my hands in innocency!” Why compel children to exclaim *thus* before their time? Why force on them a problem which was “too hard” for the saint of God?

“What would you do?” I have been asked. “Would you do away with reports altogether?” Not at all; but I would have no child called on to give testimony in its own case. The weakness of human nature is supposed to be such that the law avoids such evidence from adults, and on oath. Why require it from a child? Why entrap the forming conscience? Why ensnare the little feet? Why not trust the record for behavior as well as for recitations *exclusively to the teacher*? There would be no greater probability of error in the reports than under the present system, and the danger of favoritism is as nothing to the possibility of weakening the conscience, and subverting the truthfulness of a whole generation.

Not very long since some mothers happened to meet and the conversation turned upon this subject. Said one—“When my boy’s first report came home after he began to go to the public school, it was high in everything except deportment. ‘How is this?’ I said re-

proachfully. 'Mother,' said he, earnestly, 'if you want me to give in my reports as the others do, just say so and I can stand as high as any of them!' 'Why, how do they give them in?' 'Oh, they don't pretend to count all their violations of the rules.' 'My boy,' I said, 'tell the truth—your reports are of no consequence compared to that.'"

Said another mother—"My little girl came home with very fine reports, but my boy, as noble a little fellow as ever lived, brought me one that stated his behavior to have been below the average. 'My boy!' I remonstrated—and he burst into tears. 'I could bring you as good reports as sister if I were willing to give them in as she does,' he sobbed. That was my first intimation that her truthfulness was becoming undermined, and I took her out of school at once. "My boy," she continued, "still goes; his father thinks that boys need the discipline of public schools, but" she added, "I dread them in this particular."

Whether this system prevails throughout all the public schools of our great country, I have no means of knowing. A remonstrance which appeared some time since in the *ADVANCE* called my attention to the subject, and I now give the result of my own observations in the hope of reaching some one else. And I am satisfied that there are wise and noble spirits connected with the teaching and administration of the public schools with whom the suggestion, if properly presented, would receive earnest and practical attention. For truth is the jewel of the soul—the salt of society—the preservation of a people! —*Advance*.

Old master Brown brought his ferule down,
His face was angry and red;
"Anthony Blair, go sit you there,
Among the girls," he said.

So Anthony Blair, with a mortified air,
And his head hung down on his breast,
Went right away and sat all day
By the girl who loved him best.

MAKE HOME HAPPY.

I was passing a few days in a lovely village. Coming in from a walk I said to a friend, "How many fine residences you have!"

"Yes! but many of them are haunted."

"Indeed! what form do the spirits take?"

"The worst of forms. Those of dissolute, reckless, ruined, or at best, 'fast' sons. There have been a set here that have acted and re-acted on each other, and every step seems to have been downward."

"But my boys," said the aged father, "have turned out finely. Would you like to know the secret?"

"I should, very much."

"Come, then," he said, rising, and leaning on the cane, which fourscore years had made his necessary and inseparable companion, he toiled slowly up the stairs. The good mother, who had passed her three score and ten years, followed after.

"I trust, madam, you are not coming up from courtesy to me!"

"No, oh no, we love to come up here."

"And what do you expect to see?" asked the father.

"Perhaps a bundle of sticks, on the 'spare the rod and spoil the child' principle."

Both laughed outright, that chuckling, crackling laugh, which tells that "old Time" has broken the voice, but not the heart.

I followed up the stairs to the very end of the long house. Before a plain door the old gentleman turned around:

"You were so good at guessing before, suppose you try again."

"That looks like a closet door, and this must be the end of the house. Did you shut them up to meditate on the dark deeds they had committed, and the darker prospects before them, if they didn't reform?"

Again that cheery, chuckling, warm hearted, crackling laugh!

The door opened on a long, roof-lighted, plainly finished room, with a stove at one end, a swing hanging from the rafters, and a ten-pin alley at one side. Scattered around were, a rocking horse, minus a head; a rag baby, minus head and arms; a little doll with cracked face, and a dress as torn as if she had been raspberrying; a wheel-barrow all but the wheel; an elephant who had lost his trunk, *a la* modern travellers; cotton flannel rabbits, some with one ear, some with one leg, and some with none; a doll's cradle with unmade bed; fighting cocks who had lost all the feathers they ever had, and whose frames marvellously resembled pumpkin seeds; apple seeds yecept mice, but who in all the years had never reached their bag of "meal;" and raisin turtles, whose clove claws did not seem to move them the least along "life's pathway;" broken tea sets; a bow all unstrung. What matter? since no arrow was left rankling in the parent's heart!

"Just as the children left them," said the mother; "we often come up here but never touch any thing!"

"No," said the father, "I like it as they left it," sitting down in an old-fashioned arm chair inside the door. "This was my chair where I used to come sometimes and sit and see them enjoy themselves. My wife could n't have the children making a noise, and running over and littering up the house, so I took this back wood-shed chamber, and finished it off, and gave it to the children. There were to be no playthings too nice to play with or to break—no punishment for the natural, joyous outbursts of exuberant child-life. Their little friends might come up the back stairway and play with them. For children must have companionship, and noise is necessary to their happiness, and I love to hear it. No quarrelling, or cheating, or falsehood was allowed here, banishment for a specified time being the punishment."

"Yes," said the mother, "and if you are a naughty child you cannot go to the play-room to-day," was often the

only threat necessary. This room stood the children instead of many a whipping, was a great happiness to them, and a great relief to me."

"And last year when the Judge—my little, curly haired Willie only such a little while ago"—, broke in the mother with a touch of gentle sadness in her voice.

"But now a strong, noble man!" exclaimed the father with an exultant pride in his voice.

"But no smarter than Edward and Charles and Frank. But what was I saying—Oh! last year when he was home, he came up here and said, 'I believe this room kept us out of bad company, and made us what we are. Look at A, and B, and C; they were kept so strict at home they had to run off, and then were scolded and whipped and shut up for having sought some amusement and enjoyment, until they hated home and their parents. Who is to blame if, as soon as they could, they found their pleasure and spent their time away from home and home influences. Had my parents been like their parents, I, too, should have been *lost* in this world and the next.'"

"A noble tribute to his parents!"

"But I don't think our boys were naturally inclined to be vicious."

"Well, I don't know, wife, what might have been, but I do know it never did them any harm to have their *home the pleasantest place in all the world to them.*—*Mother at Home.*

Etymology—Virgin, from *vir*, man and *gin*, a trap—meaning man-trap.

The School-room—the theatre of those life-long labors which *theoretically* are the most noble, and practically the most vexatious, in the world.

LONGFELLOW.

And after all the fanciful dreams
Of golden fountains and golden streams,
The sweat of patient labor seems'

The true Pactolian Water.—SAXE.

BOYS' RIGHTS.

A FEW FOLLIES.

A youngster who reads a great deal about woman's rights thinks the boys ought to have a little to say about their rights. And this is what he says:

"Talk about the women and the—the—all the rest of 'em; none of 'em all are half so badly used as boys are. Ask any boy! I know a lot, and I can tell 'em all by name. Ask 'em all. They'll tell you to be a boy is to be somebody with nary right in the world. You're to take all the sass that's given, but not give any back! Why? 'Cause you're a boy.

"In the cars and omnibuses you get cheated out of your seat if it's wanted, 'cause you're a boy and not a man. A woman gets in—car is full—and looks all around; every body looks at the boy. An old gentleman says,—

"My son,' reprovingly.

"Conductor says, 'Come, boy.'

"You've paid your fare. No matter for that, you're a boy. Have been on your feet all day, carrying bundles. Who cares? you're nothing but a boy!

"Who wants a boy anywhere? Your sister don't in the parlor. Your father don't; he always asks you whether you're not wanted to do something somewhere. You make your mother's head ache whenever you come near her. Young women 'hate boys.' Young men tease you, and 'give it to you' if you tease back."

"You wonder if you ever were that pretty little fellow in petticoats that everybody stuffed with candy; and you wonder whether you'll ever be a man, and be liked by the girls, and treated politely by other fellows, and paid for your work, and allowed to do as you choose. And you make up your mind every day not to be a boy any longer than you can help it."—*Ex.*

A classical invalid, upon being asked if he was ill, promptly replied, "sic sum."

To think the more a man eats, the fatter and stronger he will become.

To believe the more hours the children study at school, the faster they learn.

To conclude that if exercise is good for the health, the more violent and exhausting it is, the more good is done.

To imagine that every hour taken from sleep is an hour gained.

To commit an act which is felt in itself to be prejudicial, hoping that somehow or other it may be done in your case with impunity.

To eat without an appetite, or to continue to eat after it has been satisfied, merely to gratify the taste.

To eat a hearty supper for the pleasure experienced during the brief time it is passing down the throat, at the expense of a whole night of disturbed sleep, and a weary waking in the morning.

To remove a portion of the clothing immediately after exercise, when the most stupid drayman knows that if he does not put a cover on his horse the moment he ceases work in the winter, he will lose him in a few days by pneumonia.

To presume to repeat later in life, without injury, the indiscretions, exposure, and intemperance, which in the flush of youth were practiced with impunity.

To "remember the Sabbath day" by working harder and later on Saturday than any other day in the week, with a view of sleeping late next morning, and staying home all day to rest, conscience being quieted by the plea of not feeling very well.—*Hall's Journal of Health.*

You may rise early, go to bed late, read much, and devour the marrow of the best authors; and when you have done all, be as meagre in regard to true and useful knowledge as Pharaoh's lean kine after they had eaten the fat ones.

"HANDLES."

"Handles, boys, handles!" our dear, polite, gentlemanly grandpa used to cry, when his grandsons came rushing noisily into his presence, asking favors, making remarks, and replying to questions, leaving out the little, very important words, "Sir," "Ma'am," "If you please," "Thank you," and "Excuse me."

Not a reply could be gained from grandpa, no matter how pressing the case, till the "handles" were applied to the sentences. If six boys had been waiting to start on a fishing expedition, if a new kite was just ready to be launched, if a brass band, and procession of caged wild beasts had been passing the door, not even the elephant could move him to reply to a string of sentences without handles, uttered by a boy with his hat on his head, and his hands in his pockets.

As a consequence, the boys about grandpa grew civil and polite. They learned to stand aside, and let a lady enter the door before them; they ceased to interrupt conversation, or monopolize the easy-chairs and pleasantest seats in the windows, so prized by the old, who cannot walk out to see the out-door sights. As they sat about the evening fireside, with their books and games, they became an ornament, instead of a nuisance, as I have heard boys called by those who do not view their actions with a loving mother's partial eye.

Grandpa, with his saintly spirit and courtly manners, has gone to his reward. With his generation have passed away our "gentlemen of the old school," who obeyed the command, "Be courteous." "Yes, ma'am," and "No, ma'am," have become antique phrases, and a half-spoken "Yes'm" and "No'm," a shake of the head, a nod, or nothing at all, has taken their place. A group of boys standing by the road-side district school-house, with hats off, making a polite salutation to passers-by, as was the custom in ancient days, would be a more wonderful sight to behold than the children

who mocked the hoary-headed prophet of God, and were devoured by the bears.

I don't know how grandpa could endure it, if he was alive, to hear the sort of inarticulate sounds, perhaps intended for "Umph, umph," that proceed from the mouths, without opening the lips, of our young people now-a-days, in place of the obsolete "Yes, ma'am." It tries my love and patience severely. -

This new code of manners may be a "modern improvement," but I fail to see its beauty or utility. A polite, respectful boy can never, by any freak of fashion, be transformed into anything but a beautiful sight. Satan favors the modern system of calling parents and guardians "old fogies," "played out," "not up to the times," because he knows they want to make boys manly, pure, and true; and he is trying to have them disrespectful, bold, and regardless of the feelings of those who are given them by God to guide them in paths of wisdom.

They say "fashions come around every seven years." This is encouraging. I hope the readers of this paper will not wait for polite children to come in fashion, but, when they find themselves acting rudely, will remember grandpa's cry, "Handles, boys, handles!"

I once, in passing by, gave a little boy an apple. What do you think he said? "Of course," you will reply, "he raised his cap and said, 'Thank you.'" I blush to tell that his reply was—a stare, and the exclamation, "Bully for you!"

Boys, be courteous. You will never be fit for any position of power or influence in our land, unless you learn to use the handles. Our country is growing very large, and we shall want some noble men for Presidents, Governors, and Cabinet members, twenty years hence. I hope a few boys, at least, will cling to old-fashioned, respectful ways, such as George Washington practiced, and be ready for elevation to these high positions.—*Christian Banner.*

A SITUATION OPEN.

CHICAGO.

The romance of the runaway darkey was quite played out after the people of the North and South had picked their flints for the final shot. Once in a while, however, there comes a reminiscence which shows Sambo's native humor, and how irresistible was his hankering for the "boon of freedom." Before the war, there came into the bar-room of a hotel in Canada, near the frontier, a bright-looking negro, who was thus addressed by one of the eminent persons usually found in such resorts:

"I s'pose you're a runaway slave," said one, looking sharply at the new-comer.

Feeling that he was pretty well away from bondage, the darkey responded that he was.

"Ah, indeed; well, we're glad of it; but you don't seem to look very poor—have good clothes down South?"

"Certainly," said the darkey, with some pride. "Same clothes as my master."

"But you got many a good thrashing, eh?"

"Never had a whipping in my life."

"Never thrashed!" said another; "well, but you niggers don't always get enough to eat, do you?"

"Always had enough, gemmen; never went hungry."

"What!" said the interrogator, "good clothes, no punishment, plenty to eat. Now," said he, turning to the group, "only think of it!—this fellow has left a position where he enjoys all these privileges for an uncertainty."

"Gemmen," said the darkey, "all I've got to say respectin' dem privileges is, dat if any wants to avail hisse'f of 'em, *de situation am still open!*"—EDITOR'S DRAWER, in *Harper's Magazine* for February.

Originality is simply a fresh pair of eyes. If you want to astonish the whole world, said Rahel, tell the simple truth.—*Higginson.*

Since the holidays, the teachers have been called upon to attend lectures delivered by different scientific and literary citizens. The last of the course, however, was by Maj. Powell, who interested his audience as he usually does. It is said that many of the teachers have not been highly entertained by some of the lectures, but considered themselves greatly bored, and so manifested their feelings on the spot by general chatter. Those most worthy of mention are the following: "Art in Europe"—Dr. Ryder; "Michel Angelo"—Dr. Swing; the last of which was an ably written, a philosophic, and a beautiful lecture; and "The Canons of the Colorado"—Maj. Powell.

For one of the institutes to be held in March, an excellent programme is said to be prepared. After some general exercises conducted by three or four professors of the High School, the teachers will divide into sections in each of which something pertaining to their daily work will be presented and discussed. It is said that there is great need of improved and common sense methods of instruction even in the Chicago schools; that teachers are not always so careful to make the most of every idea and effort as they should be; and that there is a good deal of machine work done. It is more than likely that there is some truth in this statement, for the best ideas are peculiar to no locality, nor is the whole of wisdom centred in any one body of teachers or school managers. Even now one may hear the old style of teaching addition, subtraction, etc., the pupils beginning with the tables and repeating them forward and backward in regular succession around the class, teachers seemingly ignorant of the fact that knowledge abstracted from practical use is of no value to children, and that in this way many are developed into blockheads and dunces, forgetting apparently also that they are to a great extent responsible

for the degree of culture their pupils will finally acquire or aim to acquire. It is also noticed that teachers adhere very closely to the text-book in their recitations, referring to nothing else, and practically teaching that there is no knowledge outside of them, or that they know nothing outside of them. It seems as if teachers who have the same grades year after year might become well acquainted with their subjects and finally become independent of books. It is little to be wondered at, however, for the centre and circumference of the Chicago system is the High School, if we may judge by the conversation to be heard in pedagogical circles. Principals are heard to express the greatest anxiety about their High School classes, the number that will pass the examination, and the effect of a failure to "get into the High School" nearly every pupil in their classes, and very little about the motives that impel their scholars, or the formation of habits which will always remain with them, or the degree of manhood developed by their school discipline. In the effort to secure excellent special work, one is apt to lose sight of the true aim of all education, the formation of good mental habits and the character. Teachers also often teach with an eye single to the examination of the principal, and not to the development of their pupils.

Yet much is done that is worthy of commendation, and the day is not distant when truer ideas will prevail.

THE INDUSTRIAL UNIVERSITY.

The number of students has been slowly but steadily increasing since its first term of trial, there now being an actual attendance of about one hundred and sixty. During the present College year, three additional instructors have been employed—S. W. Robinson, formerly of the United States Coast Survey and more recently of Michigan University, as professor of Mechanical and Philosophical Engi-

neering; James Bellanger as tutor in Mathematics and Drawing, and H. M. Douglass as tutor in Ancient Languages. The officers of instruction are now as follows: the regent and four professors, three assistant professors and three tutors, besides Dr. Warder of Cincinnati, lecturer on Horticulture, and Prof. Sanborn Tenney, lecturer upon Zoology. The former has just finished his annual course, and the latter is now giving a course of thirty lectures, finely illustrated by skeletons, drawings and charts. Besides the regular attendance of the students upon these lectures, the large hall of the University is thronged with citizens, thus manifesting the intense interest felt in these subjects.

The chemical laboratory is thoroughly equipped, offering an excellent opportunity for studying the science in its practical details and widest bearings. The library is believed to be the largest and best collection of books treating upon subjects pertaining to the industrial pursuits of life in the Union, save only at Cornell. Among the new things of interest is a well articulated human skeleton, one of Azou's famous French manikins, and *papier mache* representations illustrating botanical, physiological and veterinary science. A large collection of plants from Maj. Powell's Rocky Mountain Expeditions, and a collection of fossils and minerals from the State have arrived. During the summer of 1869, a party, consisting of an instructor in the University and six students, made the tour of the State, studying its natural history, and making collections for the cabinets. A botanical garden and arboretum is to be started in the coming spring. Here are to be gathered as far as possible all the natural plants of the State, as well as many others, for the purpose of experiment and study. An experimental orchard containing fifteen hundred varieties of fruit is already under way and doing well.

Three Farmers' Conventions have been held this year under the auspices

of the University, one at the University, one at Centralia and one at Rockford.

The courses of study in the University are broad and comprehensive, from which students are free to choose. Taking all in all, the foundation of the University is now well laid, and its future bright and promising. The Board of Trustees are to meet March 10, 1870, and important business is awaiting them.—J.

IMPORTANCE OF SLEEP.

If there is any act for which a teacher deserves severe censure, it is for assigning to his pupils such tasks as to curtail the time which Nature demands for sleep. To "burn the midnight oil" may be very poetical but it is also very unphysiological. We commend to our readers the following eminently sensible remarks by Dr Haven, recently President of the Michigan University.

"The law of life most frequently violated by the students is the demand for timely and sufficient sleep. The mind uses up the machinery of the body when awake, in proportion to the rapidity and energy of its workings, and the reservoir is filled up again in sleep. Henry Kirk White shortened his life, not with a dagger, or opium, but by an alarm clock. He did not retire to rest when he should, and obeyed the summons of his villainous clock when he should have slept. He died 1806, aged 21. Probably he might have been alive to-day. "But I can sit up all night," says the youthful student, "even after a hearty supper, and feel no bad effects. I rally again in twenty-four hours." Of course you do. He would be a feeble youngster who could not endure dissipation for a time. This is the advantage of youth and a good constitution. If you must expose yourself in this way for a sufficiently worthy motive, do it like a man, and bear it. Over punctilious men, who live according to the time-piece and balances, are not

the highest type of men. But the everlasting facts remain, that nature will enforce her laws. If you deprive yourself of timely and sufficient sleep, prepare to pay the penalty when the day of reckoning comes. Come it will. The stories about Wesley, Lord Brougham, Napoleon and others, who slept only four or six hours in the twenty-four, have done much harm. They are generally not really true, for these sleepers almost invariably take many naps in the day time. If not, they are exceedingly regular in their habits, and lose no time in wakefulness in bed. It is wise to take regular sleep enough to keep the nervous system steady and strong.

Almost as injurious as late hours at night, is the practice of rising too early in the morning. The best alarm clock is the sunlight. The eyes should not be wearied by artificial light in the morning. If they must bear this exposure, let it be just previous to the repose of night."

THE ILLINOIS NORMAL ALUMNI ASSOCIATION.

MR. EDITOR :

At the last meeting of "The Illinois Normal Alumni Association," the undersigned were chosen as part of a committee to either amend the old Constitution of the Association, or make a new one. After due deliberation they have concluded to present to the Association, for its consideration, at its next meeting, the following Constitution and By-Laws.

CONSTITUTION.

PREAMBLE.

We, the graduates of the Illinois State Normal University, in order to bind ourselves more closely together, secure the cooperation of all in carrying forward the great educational enterprises of the nation, but more especially those of our own State, to create a popular feeling in favor of Normal teachers and secure to each a fair compensation for the work done, to encourage one another in the sphere of

future usefulness, thus strengthening each other in the noble work of elevating our fellow-men, do hereby adopt the following Constitution and By-Laws.

ARTICLE I.—NAME.

This Association shall be known as "The Illinois Normal Alumni Association."

ARTICLE II.—MEMBERS.

This Association shall consist of all graduates of the Illinois State Normal University.

ARTICLE III.—OFFICERS.

The officers of this Association shall consist of a President, Vice President, Secretary, Treasurer, an Executive Committee, and as many Class Secretaries as there are classes.

ARTICLE IV.—DUTIES OF OFFICERS.

Section I.—Duties of the President.

It shall be the duty of the President to preside at all meetings of the Association, at all meetings of the Executive Committee, and to deliver an address to the Association annually.

Section II.—Duty of the Vice President.

It shall be the duty of the Vice President to preside at all meetings held in the absence of the President.

Section III.—Duties of the Secretary.

It shall be the duty of the Secretary to keep a book and record therein the proceedings of each meeting of the Association, together with an abstract of the written reports of the Class Secretaries.

Section IV.—Duties of the Treasurer.

It shall be the duty of the Treasurer to collect from each member of the Association present, (the last class excepted) the regular dues, to pay all orders for money presented to him signed by the President and Secretary, and to report to the Association at each annual meeting the condition of its Treasury.

Section V.—Duties of the Executive Committee.

It shall be the duty of the Executive Committee to meet at sometime during the Christmas holidays (where—the

Chairman may decide) and make all arrangements for the next meeting of the Association.

Section VI.—Duties of the Class Secretaries.

It shall be the duty of each Class Secretary to report to the chairman of the Executive Committee, on or before the first day of March of each year, the address of each member of said Secretary's class; also to report in writing the address and occupation of each member of his class to the Secretary of the Association, at each regular meeting.

ARTICLE V.—QUORUM.

Twenty-five members shall constitute a quorum for doing business.

ARTICLE VI.—ON CHANGE OF CONSTITUTION.

Any revision of this Constitution, or amendment to the same, shall be made at a regular meeting of the Association, and shall require for its adoption the assent of a majority of the members present.

BY-LAWS.

ARTICLE I—TIME AND PLACE OF MEETING.

This Association shall meet annually in the Illinois State Normal University, on the day preceding the Commencement exercises of the University.

ARTICLE II.—DUES.

Each member present (with the exception mentioned in Article IV, Section IV, of the Constitution) shall pay into the Treasury of the Association the sum of Three Dollars, annually.

ARTICLE III.—EXECUTIVE COMMITTEE.

The Executive Committee of this Association shall consist of the President (who is Chairman *ex-officio*) and two members, who shall be chosen annually by the Association.

The expenses incurred by said Executive Committee in travelling to and from the place appointed by the Chairman for the meeting provided for in Article IV, Section V, of the Constitution, shall be paid out of the Treasury of the Association.

ARTICLE IV.—TERM OF OFFICE.

The officers of this Association shall continue in office one year.

ARTICLE V.—MANNER OF VOTING.

The usual manner of voting in this Association shall be by acclamation; but upon the demand of any member, the ayes and noes shall be taken. In election of officers, and upon amendments to the Constitution, voting shall be by ballot.

Respectfully submitted.

RUTHIE E. BARKER, }
HENRY McCORMICK. } Com.

FOUR KINDS OF TEACHERS.

If any person in this world needs to possess accurate knowledge, it is surely the teacher. And yet how frequently, if we overstep the narrow boundary of oft-reviewed text-book attainments, how few instructors can plant themselves on a statement, and without arrogance, but with the just confidence of conscious possession of the truth, declare "I know I am right, and here is my proof." To gain a smattering of a hundred sciences, to skirmish on the border line of History or Philosophy without ever crossing the frontier, to use the text-book as a crutch to support their feeble footsteps and not as a weapon to be wielded by a strong mind in the warfare against ignorance—of how many teachers are these the *ultima thule* of attainment.

What the humorist has said of minds in general, may be said of teachers.

There are four classes of teachers:

1st. Those who know a thing's so.

2d. Those who know it isn't so.

3d. Those who split the difference and guess at it.

4th. Those who don't care which way it is.

Idle who hopes with prophets to be snatched,

By virtue in their mantles left below;
Shall the soul live on other men's report,
Herself a pleasing fable of herself?

Child of an age that lectures, not creates,
Plastering our swallow-nests on the awful
Past

And twittering round the work of larger
men,

As we had builded what we but deface.

—*The Cathedral, by Lowell.*

BE CONTENT.

Heave thou no sigh for all the vanished
years

Whose work is on thy brow;
Not one returns, in answer to thy tears;
Thy only time is now.

And couldst thou grasp the shining gold,
that now

Seems so to gild thy prime,
'Twould turn to ashes in thy clutch, and
thou

Wouldst whisper, "Hasten, Time."

Nor reach thou forth with eager hand, to
seize

The days thy God will send;
Thy stream of life will bear thee on to
these,

Before its course shall end.
'Tis but thy fancy sheds the glittering
gleams

That round thy future play;
No coming sun will shine with brighter
beams

Than those which fall to-day.

Be this thy only care,—to give thy
powers

To what the present brings;
That soul is blest in dark or sunny hours,
That toils, and trusts, and sings.

Regrets and wishes both alike are vain;

Be strong and earnest, thou;
Eternity shall reap the ripened grain

Whose seed we're sowing now.

PROF. E. C. HEWETT.

SUPERFICIALITY.

There are some persons who never arrive at any deep, solid, or valuable knowledge in any science or any business of life, because they are perpetually fluttering over the surface of things in a curious and wandering search of infinite variety; ever hearing, reading, or asking after something new, but impatient of any labor to lay up and preserve the ideas they have gained. Their souls may be compared to a looking-glass, that, wheresoever you turn it, it receives the images of all objects, but retains none.—*Dr. Watts.*

HAPPINESS ABOVE KNOWLEDGE.

It is given but to very few of us to hand down to posterity a name made great and famous in the world's strife. We are most of us, plodding, uninteresting folk, who seem to leave no mark on the world. History will never know us. The children of captious, exacting parents are often themselves captious and exacting; while the memory of loving sympathy, bestowed upon ourselves in our young days, begets in us the like sympathy towards others. In this way we can all do a good work in the world, and leave behind us loving remembrances. What is it a man dwells upon in the memory of parents passed away? We fancy it is the

games played and races run together, rather than the money left behind by them. It is the parent who must really educate the child; the schoolmaster will never do it. He may cram a certain amount of Greek and Latin into a boy's head, but there he stops. He will never supply the place of the father. It is for the latter to rouse in a child a taste for what is noble and beautiful. Above all, youth should be a time for love and peace and happiness; for none can say what shall come after! Who does not creep with pain at the cry of a child? Let the little ones, at all events, have a happy childhood to look back upon, and then let fate do her worst, it cannot rob them of the remembrance of the past joys, which are their inheritance forever.—*London Review*.

BOOKS, MAGAZINES, ETC.

Reading and Elocution. By Anna T. Randall. New York: Ivison, Phinney, Blakeman & Co.

"To furnish choice selections of prose and poetry for School, Parlor and Lyceum readings, accompanied by a comprehensive method of teaching the Art of Elocution, with its underlying principles, is the design of this book."

Mrs. Randall, after an introductory treatise of forty pages, devoted to a full explanation of her idea of teaching Elocution, has filled some four hundred pages with choice selections for reading and elocutionary drill. We believe this book fully meets the author's design. We cheerfully recommend it to the attention of teachers and others who may have occasion to use such a book.

The American Botanist and Florist. By Alphonso Wood. New York and Chicago: A. S. Barnes & Co. 1870.

This work appears to be a complete manual, and will be found to contain the full science of Botany in a systematic and condensed form. Part First is devoted to Structural Botany, or *Organography*; Part Second to Physiological Botany; Part Third to Systematic Botany, and Part Fourth to Descriptive Botany, which gives a description of nearly 4,000 species (all the flowering and fern-like plants, both native and cultivated), in the Atlantic half of the United States. The book is well printed, and on good paper.

Collegiate German Reader. By James H. Worman and Albin Putzker. New York and Chicago: A. S. Barnes & Co. 1870.

This reader was prepared as a companion volume to Worman's German Grammars, but has references to the Grammars of Woodbury, Otto and Campbell, and may be used with any of them. The selections, both prose and verse, are from the best German authors, and are apparently well chosen. Part Second introduces the reader to Goethe's *Iphigenie*, and Schiller's *Jungfrau von Orleans*, which fill the last half of the book.

The Publishers say that "owing to the pressing and immediate demand for a reader to accompany Worman's German Grammars, this edition is issued, containing only the text. The complete work, with the notes and vocabulary, which are only delayed for the author's final revision, will be ready within a few months."

The Kansas Educational Journal under the continued Editorship of Messrs. Kellogg & Norton, is enlarged and improved. It is well sustained, and is a worthy representative of Education in the rapidly growing country which it represents.

The Western Educational Review.—Published by O. H. Fethers, Jefferson City, Mo. We have received the first number of this new publication, and examined it with pleasure. In appearance it is more

attractive than most of the Educational Monthlies, while the advertised list of contributors numbers many of the most competent writers upon Educational topics in this country. It proposes to occupy a broader field than is usually occupied by journals of Education. There is room for such a publication, and we wish it success.

The leading article in the number before us is by Wm. T. Harris, Superintendent of the Schools of St. Louis, and is entitled, *The Defect in the Graded School System*. The paper is a very able one. The Defect pointed out is not the commonly stated

one, *i. e.* that the talented pupil is kept back by the inflexible limits of the grades, but that the pupil who tries his best and then fails is deeply injured, and loses his self-respect—a loss most ruinous to all manhood. The pupil may be “sent over the course” again and again, until he becomes stolid and lifeless and reminds one of the “clinker” in the coal grate. The remedy recommended is special care on the part of the teacher, to the habits and methods of study of the unsuccessful pupil.

PUBLISHERS' DEPARTMENT.

The Useful and Beautiful are admirably combined in the *American Agriculturist* for March 1st, an advance copy of which has come to hand. The cover Frontispiece now gives fine original sketches in each paper. Perhaps the best “cattle piece” ever published with letter press, adorns the first inside page. A Mexican Thrashing Machine scene is the leading middle Cartoon; and a “Street Scene” in China, described to the life in a chapter by “Carleton,” gives us a conception of that country almost equal to a personal visit. A medium-sized, Convenient Dwelling, fully illustrated and described, affords many hints to all who are building or improving their Homes. Cutting up Beef, Maple Sugar Making, Useful Implements, Fruits, Flowers, Household Work, Nuts for Boys and Girls, etc., are the subjects of other engravings—in all, between forty and fifty in this one paper; Exposure of Humbugs, Walks and Talks on the Farm, Work for the Month, in the Garden and in the House, Chapter on Horses, etc., etc., fill up the ample pages of this journal, rendering it one of the most useful as well as the cheapest, anywhere published, for the Farm, the Garden, the Household, (the little ones included), for City, Village and Country. Terms: \$1.50 per year; four copies for \$5. Orange Judd & Co., Publishers, 245 Broadway, New York.

NEVER KNOWN TO MISS A STITCH.

I have had one of your machines in my family for two years, during which time it has been thoroughly tested at every description of plain sewing—from the finest cambric to the heaviest Canada

tweed—and in every case with entire satisfaction. *It has never been known to miss a stitch*, nor has it been in the slightest degree out of repair. For extreme simplicity, ease of management, and excellence of work, it stands without a rival. My wife, though of delicate health, works it with perfect ease—*J. H. Smith, Freleighsburg, C. E., to Wilcox & Gibbs S. M. Co.*

MRS. OLIPHANT—CHAS. LEVER, ETC. *Littell's Living Age*, No. 1340, for the week ending February 5th, contains *The Alabamas of the Future*, *Gentleman's Magazine*; “Glimpses of Christmas in the Days of Old,” *Cornhill Magazine*; Mr. Froude and Queen Mary, *Blackwood's Magazine*; The Republican Diplomats of the United States, *Spectator*; John, Part III, *Blackwood's Magazine*; The “Rob Boy” on the Jordan, *Spectator*; besides Poetry and eight or ten short articles on various subjects.

The Living Age, besides its usual large amount of the best scientific, literary, historical and political matter, is publishing two new and very interesting serial stories, one by Mrs. Oliphant and the other by Charles Lever.

To new subscribers, remitting \$8 for the year 1870, five numbers of 1869, containing the beginning of Mrs. Oliphant's and Charles Lever's serials, &c., are sent *gratis*.

The regular subscription price of this 64-page weekly magazine is \$8 a year, for which it is sent *free of postage*; or for \$10, any one of the American \$4 magazines is sent with *The Living Age* (without prepayment of postage or extra numbers) for a year. LITTELL & GAY, Boston, are the publishers.

SPECIAL NOTICE!

Important Announcement to Educators!

BOTANY.

ALPHONSO WOOD'S NEW TEXT-BOOK,

THE**AMERICAN BOTANIST AND FLORIST.**

564 Pages Royal 12mo. Half Roan.

Price \$2.50, Post-paid.

This new work by the leading American authority in the Science of Botany solves the problem over which Botanists have long and hitherto unsuccessfully labored, viz: to so simplify the subject by improved methods of classification and arrangement as to present a *complete manual within the compass of a moderate sized volume*. We have structural Botany in 122 twelve mo. pages, Physiological Botany in 42, and Descriptive Botany in 374. The principles of the science are exhaustively stated in two-thirds of the space usually given, and the Flora contains a record and definition of nearly 4000 species.

To afford a key to the apparent impossibility involved in the latter statement, an instance will suffice: *R. bulbosus*, the Bulbous Buttercup, p. 20, is defined in three lines. This cannot, of course, include its full portraiture. It includes only those few features which have not already been given elsewhere, and which *here* serve to distinguish the *R. bulbosus* from the two preceding species with which it stands grouped in the table. But the full portraiture of *R. bulbosus* (and of every species) will nevertheless be found in the Flora. Some of its features are given under its genus, Ranunculus; some under its Order; some under its Cohort; others under its Class, its Province, and its Sub-kingdom. Moreover, all along the path of its analysis through the tables its characters are announced and recognized; so that if all the statements descriptive of *R. bulbosus* were collected, we should have nearly a half-page of text, and no important character left unnoticed.

Among the other new features of this work are an ingenious series of Synoptical Tables exhibiting the principles contained in the several chapters at a single glance, and in their combined relations. Another new idea is the distinction made *in the type* between the cultivated exotics and the wild native or naturalized species constituting our own flora. The names of the latter are expressed in full-faced ROMAN for the species, and *Italic* for the varieties. The names of the exotics are in SMALL CAPITALS.

The Publishers will be happy to send a specimen copy of this new work to any teacher remitting half price, and to correspond with any who now use the works of other authors, with reference to its introduction.

☞ A full Descriptive Catalogue of all A. S. B. & Co.'s publications, and sample of the Illustrated Educational Bulletin, sent free to the address of any teacher on application.

A. S. BARNES & Co.,111 STATE STREET,
Chicago, Ill.

NEW YORK and CHICAGO.

THE SCHOOLMASTER.

A Journal of Educational Literature and News.

VOLUME III.

APRIL 15, 1870.

NUMBER 23.

GEOGRAPHY.

H. H. BELFIELD.

I.

What to teach and how to teach it, is frequently the inquiry in regard to this department of study. The teacher looks back with regret and indignation upon many long hours of eager, inquisitive child life wasted in the acquisition of interminable details, long ago forgotten, and of no value if remembered. "No pupil of mine," he resolves, "shall ever blame me as I blame my teacher;" and hastens, perhaps, into the extreme of generalizing, only to be disappointed and disgusted at the ignorance displayed by his class, when he thought he was justified in expecting better things.

The truth lies, as usual, between the two extremes. Certain, indeed *many*, facts must be carefully placed in the memory as foundation stones, before the superstructure desired can be erected.

No infallible directions for the best and most rapidly secured results can be given. Much depends upon the character of the mind of the pupil, upon his age, upon his acquirements in other studies, above all, upon the home atmosphere which he breathes. But for a majority of children as found in our public schools, a few hints may be ventured.

To introduce the subject to the mind of a child by describing the

earth as a planet revolving in space, as is done in so many text books, is supremely ridiculous. To striate this faintly conceived globe with imaginary circles, great and small, is equally so. To the vast majority of our young geographers, these words convey either no meaning, or, worse, an erroneous one. Let any teacher who has never done so, examine, patiently and critically, a class of young pupils who have commenced this study in this manner, and he will be astonished at the disproportion between the labor expended and the result obtained. To proceed from the known to the unknown—from the thing to the word for it—the child should first describe the natural divisions of land and water which have fallen under his own observation, and the name of each given by the teacher or by other pupils. When the idea is fully comprehended by the class, it should be clothed in concise language and committed to memory. The definition should be brief, but full enough to avoid all ambiguity or possible misconception. A map should now be drawn by the pupil, embodying a few of the natural divisions of land and water in the neighborhood, if possible. And his ideas of hill and valley, of brook and rivulet, should be enlarged till the vastness of the earth's

surface, with its broad oceans and lofty mountains, dawns upon the mind.

Maps and globes may now be introduced, and much time should be spent in giving the pupil a correct idea of their design and use. The meaning of the various symbols for rivers, mountains, towns, &c., should be carefully explained. Do some of us ever think that the resemblance between the Mississippi River and the black, crooked line which marks its course on the map is exceedingly faint? That the grandeur of the Alps, their pyramids of snow, and their silvery needles piercing the clouds, which the most eloquent of teachers fail to convey to the adult mind, is but poorly imaged to the child by "The Alps" of the map? That the city, with its commerce, its manufactures, its palaces, its teeming myriads, is all symbolized by a "dot"? Let the child but know all these things, and more, and the unmeaning maze of the maps becomes a panorama. And so, day by day, slowly and carefully, should the forms of plain and sea, lake and river, mountain and valley, be fixed in the mind, until the ready tongue or the prompt pencil portrays them all.

The physical features of the earth's surface should, I think, be first studied. There is profound truth in the facts lamented by the amiable English poet: "Lands intersected by a narrow frith abhor each other. Mountains interposed make enemies of nations who had else, like kindred drops, been mingled into one." The grand outlines of continents and oceans, the vast trend of the mountain systems, the river basins and water sheds, the ocean currents, wonderful in cause and beneficent in effect, should all be indelibly impressed on the memory. And here, as in every part of geographical study, map-drawing gives invaluable aid. The best way to learn an alphabet is to make the characters. The best way to master the outline of continent, lake, island or state, is to draw it. I should discard the artificial systems of map-

drawing in teaching Geography. Triangulation is an admirable thing in its place. The civil engineer and draughtsman need something more than blackboard and crayon. But the tyro in Geography does not. Send him to the board, and, by judicious, exacting, but always kindly criticism, with, at first, frequent reference to the map, the crude, ill proportioned non-descript gradually assumes the well-known features of a familiar friend. No pupil should be excused from this exercise. Put them all to work at once, if the class is small. If not, send half of them to the board, each one to be criticized by another, who, map in hands, lends assistance when necessary. The boards of a school-room are, in my judgment, much better adorned by such efforts, which daily approximate the truth of the original, than when covered with abortive attempts at landscapes, portraits, or animals, which would drive an Owen to despair.

Few studies can be made more interesting than Geography. To it all sciences open their stores. The wonders of Geology, the mysteries of Natural History, the sublime secrets of the stars, all contribute their wealth of illustration. To what clime, too, does not History add a charm or Fiction invest with weird romance? The tragic fate of the discoverer of the Hudson is forgotten while listening to a fascinating page from Irving. The old Greek looked upon every grove and fountain with superstitious awe; but now the very stones are vocal with the exploits of heroes. The story of the Revolution stirs the blood of the young listener, as he studies the Atlantic slope of our country, while the battle fields of a later and more gigantic strife extend, alas, over a far wider expanse of territory. The name of Livingstone is forever associated with the fevered wilds of Africa, while the eternal snows of the frozen zone cannot bury the memories of Bar-endz and Heemskerck, of Franklin, and of Kane.

THE TEACHER'S RELATIONS TO HER PUPILS.

J. K. MERRILL.

It is a common observation that a teacher's task is a thankless one, and this feeling is of course produced from the fact, that so long as the affairs of the schoolroom are moving on smoothly, there is no expression of feeling on the part of any one, save an occasional word of approval; but every act on the part of the teacher that can in any way be regarded as a departure from that which should characterize the acts of one who is the very embodiment of perfection, is distorted into its worst possible shape, and handled by both pupils and parents, as so entirely unworthy of one who claims to be capable of taking the training and disciplining of children, that the teacher is almost compelled to feel that every judicious act of her experience is completely lost in the shade of some slight error in judgment, or failure to realize her expectations from some seemingly well laid plan.

That teachers, like others, have their imperfections, is a fact that presents itself to all, and it is my design in a few words to recognize this fact, and call the attention of teachers, particularly such as are just entering the profession, to some of the peculiarities of disposition and temperament, which, if not properly controlled, are sure to produce two effects, both of which will reflect much discredit upon the teacher, and ultimately destroy her influence; one of which will be to deprive her of the respect of her pupils, and the other to leave such an influence upon the minds of those who go out from under her instruction, as will tend to give them exceedingly vague ideas of the real value of perfect uprightness in all the acts of life.

Teachers, like others, are subject to their likes and dislikes; and where in all the range of labor can you find a

field so perfectly adapted to the cultivation of this propensity as that of the teacher?

She is constantly surrounded by those who are such perfect opposites in all the traits of character that tend to render one attractive and lovely, or the complete reverse, and it would be a miracle if she should not be disposed to regard some with feelings of strong affection, and others with a decided aversion, while a mere indifference is felt respecting the majority.

The question now presents itself, how far shall she allow these feelings to influence her in her relations as teacher of these various classes; for that she will be influenced by them, is as certain as that they exist. We speak from experience, in our own case, and in the case of many teachers with whom we have been associated, when we say that the great tendency is to allow ourselves to be so far controlled by these feelings, as to work a decided injustice to our pupils, and to reflect quite seriously upon the efficiency of our labor, and the respect that we receive from our pupils.

Perfect justice, as an element in the dealings of the teacher, is as quickly noticed and appreciated by children, as by those more advanced in years.

We have seen a teacher take charge of a room, where it would seem that every element that could well be conceived of, had been brought to bear upon the pupils, to render them ill at ease, and indisposed to labor, or comply with any reasonable requirements; and yet, by a straight-forward course on her part, and a strict adherence to the right, each scholar was led to see that he received impartial justice, whether it was *for* or *against* him. All had been brought into a state of harmony, and each pupil seeing that he must

stand or fall upon his own merits, was aroused to a commendable degree of energy.

Let a pupil see but for once, that for some unpleasant affair that may have occurred between him and his teacher, or what is infinitely worse, some family peculiarity, such as poverty or disgrace, for which the child is perfectly innocent, he does not receive all the consideration and allowance bestowed upon the more favored pupils, and he is sure, ere long, to make his influence felt in a manner that will cause his teacher no small amount of trouble and anxiety.

The reverse, or a disposition to favor some pupil in his mode of recitation, manner of marking, or in any way that affects his standing in his class, will result no less unfortunately. But there is another disposition we have seen manifested, which we think deserves censure as much as injustice, and that is a tendency at times to bring themselves down to a level with their pupils, by showing a spiteful and revengeful spirit, such as is often seen upon the play-ground. This spirit leads the pupil to conclude, while he is undergoing a course of discipline, that his teacher is doing it far more to gratify her, or from a sense of wrong done to herself, than from a desire to do him good.

Perhaps no temptation is stronger than for a teacher to yield to promptings of this kind, and such a course is the most sure to produce a fatal result, so far as any good to be derived from discipline is concerned.

Let the pupil but see that the plane upon which his teacher stands, is far above that of mere personalities, and that her aim is to develop every worthy trait her pupils possess, and the highest object of discipline is attained, and even though for the time she may lose the love of her pupil, she has not forfeited his respect.

A teacher may err in the manner in which she corrects the same faults in different pupils, she may reprove one pleasantly and smoothly, and

exhibit much anger and ill-will at the same fault in another.

We will not say that a teacher should never show feeling of anger, for there are wrongs committed which are sufficient to arouse anger in the most charitable, and we are told that He who rules the world is angry every day. It is only necessary that acts of such a character should be looked upon in the same light by whomsoever committed. We would say in conclusion, to all teachers, do not try to overcome the feelings which your natural impulses will dictate towards your pupils individually, but cherish them, if you like.

Above all these feelings, let your relations to them, *as teacher*, be such that the most suspecting of them will see, that as pupils, all are upon the same plane, and the law which rules your actions "is no respecter of persons."

There is one other subject closely allied to the one already treated, and one which exerts no less influence upon the respect a teacher will receive from her pupils, and one which tends directly to demoralize them. A teacher should see to it that nothing in her acts can be regarded as in any way tending to deceive any one who may inspect her work. We have known a teacher who had, on one occasion, employed a pupil to make out and copy the monthly averages; the girl was at work at her table, and she said to her that she would like to have her take a seat at the back part of the room, for if the Superintendent should come in she would not like to have him see her at that work. Could that pupil draw any other conclusion from such a course than that her teacher was willing to indulge in acts that she was not willing should come to the knowledge of her superiors? "The stream will not run higher than the fountain." If the teacher will indulge in acts of deception, she may be fully assured that the scholars of her room will imitate her example, and such was the case in the instance cited to a very remarkable degree. We are sometimes

led to think that untruthfulness is the greatest evil we have to contend with, and such being the case, let us see to it that no word or act on our part shall

ever be of such a character as to furnish even the shadow of an excuse to any one to deviate from the path of perfect uprightness.

WOMAN AS A TEACHER, AND HER COMPENSATION.

The following essay was read at a recent Teachers' Institute, at Havana, Mason county, by Miss Hammond, Assistant in the Mason City High School :

The position which any person, or class of persons, holds, is proportionately high, according to the labor employed to *attain* to that position, and the zeal and earnestness which must be employed to retain it. Years of labor must be expended in order that the teacher may be fitted to perform even in an imperfect manner, the work allotted to him. He must bring to his aid all the powers of his mind and heart to enable him to perform *faithfully* the duties devolving upon him, and then the work is only begun. Trial after trial must be made, method after method adopted, to enable him to grasp and carry on, to the full extent, the work before him. Generally, the secret of success lies in oft repeated and continued efforts ; but the teacher, if he would succeed, must have something more than this, though this is much. He must bring with him to his work a heart filled with a love for the cause of his vocation, and a purpose consecrated to the cause of education, so long as he may retain his position as instructor. Can there be a higher or more truly important office than that occupied by a teacher? How can we measure the extent of the influence exerted, or the good accomplished? To the miner is entrusted the work of bringing from within the hidden recesses of the earth the precious gold ; and to the diver's hand is it given to bring from its bed, at the bottom of the sea, the spotless pearl. But to the teacher is it given to place in the mind the means of acquiring the gold of knowledge, and the pearl which

far outweighs all the gems which glitter in the chambers of the sea. Then, should the work of preparation be thorough and complete. Let us not faint in the path, nor weary in the toil, until we reach the highest point of excellence that has ever yet been attained. In pursuance of this object let us consecrate the best energies of our minds, not contenting ourselves with any half-way work, but, if we are capable strive continually to improve. In the hands of the teacher, in a great degree, is placed the moulding of the characters of those under his charge.

In view of the vast and important work which is intrusted to the teacher, does it not devolve upon those who select instructors, to secure, as far as their judgment may dictate, competent and judicious persons to instruct the minds and mould the characters of their children? Or, must they as is true in many cases, consult the purse alone, and let that judge of the qualifications? Too often this is reduced to the mere matter of dollars and cents.

If the figures are *low* enough, the qualification is *high* enough. If your watch is to be repaired would you take it to a blacksmith, because he would do the work cheap, whether he were competent otherwise or not? If you were to build a house would you employ inefficient workmen, because their compensation would be small? No, the best workmen, regardless of the price of their labor. If your child were sick, would you seek out a quack to administer medicine, for the sake of reducing the doctor's fee? No, not if you regard the life or future health of the child. But you are willing to entrust that same child to one who is not qualified, morally, nor mentally, to give instructions, and just for the reason that it don't cost much.

I have seen a drunkard employed in schools because he was lame and couldn't do anything else, and because "*he was cheap.*" If the work is of great importance, and we cannot fail to acknowledge it, secure the most competent laborers in the field, and counsel them to act well their part, and then see that they do it. If he is not competent you need expect nothing at his hands.

Now, who is adapted to this work? The pianist, to real talent, must add years of patient toil ere the instrument will answer back responsive to his touch. The vocalist must submit to long and patient training before the lips will form and the voice utter those sweet sounds which hold thousands entranced. The inventor must toil through long days and weary nights ere the product of his fertile brain be brought before him a perfect work. And the teacher must add to his long years of drill, as student, and the knowledge thus acquired, the experience of his own, of leading the minds of others up to tread in a better manner, if possible, the rugged steep which he himself has trod. A teacher should never attempt to teach what he does not thoroughly understand. Now, if woman be equally well *fitted* with man, to give instruction upon any branch, or *all* for that matter, why may she not teach it as well? Nay, we *might* say she can do even better, and prove our position; for if the success of schools is dependent upon the teachers, we might refer you to those in different sections of our own State. In the southern part of Illinois are employed more males, while in the northern part there are more ladies employed in that vocation. How do the two sections compare in point of educational advancement? You will see that the southern part which boasts so many more male teachers, is surpassed by the northern part, where the others control to a great degree, the educational interests of that section. We might go on multiplying instances but we only want it conceded that woman's work, in this regard, is as

well done as man's. If her mental qualifications be the same, we do not see why she is not as well fitted. To be sure, more is needed. A vast store of patience must be brought to bear us up in the work. Have you not seen woman wade through seas of hard and harassing work, while through it all shone bright as a diamond of the first water, her unwavering patience, while men too often break down upon the third or fourth draught upon theirs? Deny it, if you dare. Woman is as well educated, and does her work as well, as we might show in many instances. You know it, if you have any example here in your schools. Should not work performed as well, always secure the same compensation, whether the performer be a man or woman?

We often see the wages of the male double that of the female teacher, when the work is no better performed in the one case than the other, and of ten the balance is in favor of the lady teacher. In Menard county, in the Petersburg school, the first assistant receives just double that of the second, and for no other reason than that he is a man. I am sure there is no other, for the second performs the work assigned her in just as acceptable a manner. In Jacksonville one lady principal was employed in one of the schools at a little more than half what the other principals received, and it was conceded that her work was as well done as the others. And so in numberless other cases. Not that the work is not well done, for we know that some among our best educators are women; and by the slowly but steadily increasing compensation, which is a pretty sure criterion of success, we know that their worth is being appreciated. May the day soon come, when, nor feeble barrier or distinction of sex, shall deny to woman any privilege for the advancement of intellectual improvement, or for some fancied difference, which the faintest breath of reason, or common sense, would remove, withhold from her the just compensation which is due to her as an instructor and a woman.

THE MARKING SYSTEM.

The *Illinois Teacher* for February contains President Edwards' reply to our remarks upon his article on "The Marking System," which we copied in our December issue. Our comments were not made in the spirit of controversy, but rather with the view of eliciting information on an important subject. The question raised by us was, "How may the marking system be used and its evil consequences be avoided?" Mr. Edwards answers this by repeating what he said in his former article, that "the chief purpose of the record is to furnish the pupil with the means of ascertaining, day by day, the degree of success he has attained." This is very well, and moreover, it is very simple in practice. All that is necessary to secure this purpose is for the teacher to announce at the close of each recitation the degree of the pupil's success, as measured by some definite standard, and this would undoubtedly "help pupils to a more accurate measurement of it than they could make unaided." It is also evident that a *record* of these measurements would assist both teacher and pupil in comparing the pupil's success from day to day, and that averages at stated periods would increase the accuracy of the general estimate of this success.

This, as we understand it, is the marking system pure and simple, and, granting that the end is worth the means, it is not objectionable. But this is not the marking system in general use in our schools. The chief purpose of the prevalent system is to *incite pupils to greater efforts to secure a high mark*, and, to this end, the record is made the means of *comparing* pupil with pupil, school with school, and teacher with teacher. The historic purpose of the record, is subordinated to its use as an incentive, and its incentive power is increased by giving holidays and other rewards to those who attain the required per cent. This use of the record perverts its significance, and, ignoring all differences in mental ability, per-

tages, or present circumstances, it comes to be regarded as the index of the pupil's efforts and industry—the *measure of his actual merits as a pupil*.

It thus appears that it is the *use of the record*, and not the record *per se*, that is largely responsible for the evils of the system, and hence we regret that Mr. Edwards did not meet the issue squarely by showing just how the record should be used. We believe that his views on this point would be very valuable to teachers as a guard against the abuse of the system.

Concerning a deportment record we have this question to ask: Does the teacher's estimate of a pupil's deportment help the pupil to a more accurate judgment? On the contrary, is it not true that a majority of pupils know better than the teacher how far they have met their obligations? The teacher, may, it is true, make a record of the failures which he has observed, but this is not estimating pupils' deportment *on a scale*—the practice to which we objected. It is one thing to record observed cases of disorder, but quite another thing to make a numerical estimate of the merits of a pupil's conduct. The latter necessitates constant espionage to insure needed accuracy. We are aware that some teachers subtract the cases of disorder observed from a given number, as ten, and let the difference represent the pupil's deportment. The accuracy and value of such a record are alike questionable. Other teachers resort to the system of self-reporting, and require their pupils to rate their own deportment, with such checks as the teacher's observations may impose—a practice which we cannot here discuss.

Both observation and experience lead us to believe that a deportment record should be confined to cases of disorders or failures in duty, observed by the teacher or reported by the pupil; that it should be a *demerit* record, as is the case at West Point. When the self-reporting system is used—and a few teachers are doubtless

able to use it successfully—the items reported as communications, tardiness, etc., should be definitely defined, and generally they should be such as do not involve moral guilt. To require the pupils in any school to report the number of falsehoods they have acted or uttered, would be a very questionable practice.

We wish to say, once for all, that we do not condemn the proper and legitimate use of the marking system. We believe that it may be used in colleges and high schools with great advantage. The size of the classes in schools of this grade and the amount of time devoted to each permit a critical examination of each pupil without sacrificing other ends of the recitation, and, moreover, the keeping of the record consumes but little time. But in schools of lower grade the case

is different. In many of our primary and secondary schools there are from twenty to forty pupils in a class, and the time devoted to each recitation does not exceed twenty minutes. Whoever tries the experiment in such a school, will find that the recording of recitation marks and the making of record averages consumes an "appreciable" amount of time. The use of the system in graded schools, except by individual teachers and for their own purposes, is not warranted by experience. The results secured do not compensate for the time and labor involved, and, besides, the averages are sure to be regarded as a measure of the success of teachers and the merits of pupils. The abuse of the system is almost inevitable.—*Ohio Educational Monthly*.

LONGEVITY OF SCHOLARS.

It may be truly said, without any hyperbole, that every pursuit which ennobles the mind has a tendency to invigorate the body, and by its tranquilizing influence, to *add to the duration of life*.

Let us inquire what testimony history bears to the longevity of men whose lives have been essentially intellectual. Some objections may be made to this course of investigation; thus we can only quote the most remarkable instances;—we cannot in many cases say how much of the life was purely *studious*,—we cannot enumerate those who died young, nor still less can we estimate how many, who would otherwise have been great as these, have failed in physical strength. With all these limitations, we may still hope, by a cursory glance at names which have marked epochs in philosophy and literature, to arrive at some idea of life devoted to thought rather than to action; and also to prove, by positive instances, that there is nothing in the most intense application which must *necessarily* tend to

shorten life, seeing that many of the most laborious men have been octo and nono-genarians and even centenarians.

M. Tissot states that Gorgias, the rhetorician, lived to the age of one hundred and eight years, "without discontinuing his studies, and without any infirmity." Isocrates wrote his "Pan-Athenæai" when he was ninety-four, and lived to ninety-eight. The above writer also mentions the case of "one of the greatest physicians in Europe, who, although he had studied very hard all his lifetime, and is now almost seventy, wrote me word not long since that he still studied generally fourteen hours every day, yet enjoyed the most perfect health."

Epimenides, the seventh of the "wise men," lived, it is supposed, to the age of one hundred and fifty-four. Herodæus, a very distinguished physician and philosopher, the master of Hippocrates, lived to the age of one hundred. Hippocrates himself, whose genuine writings alone would be sufficient to testify to a life of arduous study, lived to the age of ninety.

nine. Galen wrote, it is said, three hundred volumes; what now remains of his works occupy, in the edition of 1538, five folio volumes. He lived to near one hundred years. Lewis Cornaro wrote seven or eight hours daily for a considerable period of his life, and lived to the age of one hundred, in spite of a feeble constitution originally.

Theophrastus wrote two hundred distinct treatises and lived to the age of one hundred and seven. Zeno, the founder of the stoic school, lived to the age of ninety-eight years; and, in the full possession of his faculties, then committed suicide, having received, as he supposed, a warning by a wound of the thumb that it was time for him to depart. Democritus was so devoted to study and meditation that he put out his eyes, it is said, that external objects might not distract his attention. He died aged one hundred and nine years. Sophocles died aged ninety-one. Xenophon, Diogenes, and Carneades each lived to the age of ninety. Varro wrote five hundred volumes, and lived to eighty-eight years. Euripedes died aged eighty-five; Polybius, eighty-one; Juvenal, above eighty; Pythagoras, eighty; Quintillian, eighty. Chrysippus, died of laughter at eighty. The poet Pindar died aged eighty; Plato aged eighty-one. Socrates, in the full possession of his faculties, was judicially murdered at seventy-one. Anaxagoras, died at seventy-two. Aristotle died at sixty-three. Thucydides was eighty.

It would be difficult to select twenty-five names which exert a much greater influence upon literature, philosophy, and history than these in old times. Many of them are known to have been most voluminous writers, many of them most profound thinkers. These were not the days of handbooks and vade mecum; those who wanted information or mental cultivation had to work for it. Yet the average age of these twenty-five men is exactly ninety years. It is much to be questioned whether the united ages of

twenty-five of the most distinguished farmers that the world has ever produced would amount to two thousand two hundred and fifty-two years. The list might easily be enlarged greatly by such men as Seneca and Pliny, who came to untimely deaths by accident or tyranny, and who promised to live as long as the oldest, in the course of nature.

And the old writers, commentators, and others of modern time, were apparently a hardy race,—they were generally long-lived. Beza, the severity of whose enormous labors might be supposed to be aggravated as to the results, by the acrimonious controversies in which he was engaged, lived in the perfect enjoyment of his faculties up to the age of eighty-six. The learned Richard Bentley died at eighty-one. Neander was seventy-eight; Scaliger, sixty-nine; Heyne, eighty-four; Parr, eighty; Pighius, eighty-four; Vossius, seventy-three; Hobbes, ninety-one,—at death. Fontenelle, considered the most universal genius that Europe has produced, for forty-two years Secretary to the Academy of Science in Paris, lived with unimpaired faculties to the age of one hundred years. Father Sirmond, called by Naude “an inexhaustible treasury of ecclesiastical lore,” lived to the age of ninety-three. Hutton, the learned geologist and cosmogonist, died at ninety-two.

We will now give a table of distinguished men with their ages, independent of classification or chronology, such names as are sufficiently known to the world to preclude the necessity of giving any account of their labors:

	Age.		Age.
Bacon (Roger)	78	Laplace	77
Buffon	81	Linnaeus	72
Copernicus	70	Milton	66
Galileo	78	Bacon (Lord)	65
Lowenhoeck	91	Hobbes	91
Newton	84	Locke	72
Whiston	95	Stewart (D.)	75
Young	84	Voltaire	84
Ferguson (Adam)	92	Cumberland	80
Kant	80	Southern(Thomas)	86
Reid (T.)	86	Coke (Lord)	85
Goethe	82	Wilmot	83

Bentham	85	Rabelais	70
Mansfield	88	Harvey	81
Le Sage	80	Heberden	92
Wesley (John)	88	Michael Angelo	96
Hoffman	83	Handel	75
Claude	82	Haydn	77
Titian	96	Ruysch	93
Franklin	85	Winslow	91
Halley	86	Cardan	76
Rollin	80	Fleury (Cardinal)	90
Waller	82	Anquetil	84
Chalmers	83	Swift	78
South (Dr.)	83	Watts (Dr.)	74
Johnson (Dr.)	75	Watt (James)	83
Herschel	84	Erasmus	69

This list is taken entirely at random, and might be almost indefinitely enlarged, but these illustrations suffice.

There are certain practical deductions obviously to be drawn from the details and arguments that have been or might be brought forward.

1. Devotion to intellectual pursuits and to studies, even of the most severe and unremitting character, is not incompatible with extreme longevity, terminated by a serene and unclouded sunset. Dr. Johnson composed his "Dictionary" in seven years! And during that time he wrote also the Prologue to the opening of Drury Lane Theatre, the "Vanity of Human Wishes," the tragedy of "Irene," and the "Rambler"—an almost incomprehensible effort of mind. He lived to the age of seventy-five. When Fontenelle's brilliant career terminated, and he was asked if he felt pain, he replied, "I feel only a difficulty of existing."

2. Mental application is a powerful remedy in diseases both of body and mind; and its power as a remedy is proportionate to its intensity as a pursuit.

3. The emotions, especially those of a depressing kind, as anxiety, fear, etc., have a remarkable influence in giving a tone to, and intensifying the morbid effects of excessive mental labor. Yet in some cases, as in that of Cowper, the best and only resource against despair is found in composition.

4. The turmoils of active life do not appear to render intellectual labor

more injurious to the system; possibly here also the influence may be counteracting. Milton, the Secretary to the Commonwealth, in times when men lived years in months,—blind and in domestic discomfort, writing his immortal poems; John Wesley, persecuted and almost an outcast from his former friends, in "labors abundant," denying himself natural rest and refreshment, yet acting in mind and body with unparalleled energy; Voltaire, the apostle of infidelity, at war with more than the whole world; Luther, hunted by principalities and powers like a wild beast,—these and a cloud of others warred with the existing order of things, and remained masters of themselves and their mental powers to a ripe old age.

5. The injurious effects of mental labor are in great measure—

To excessive forcing in early youth;

To sudden or misdirected study;

To the co-operation of depressing emotions or passions;

To the neglect of the ordinary rules of hygiene;

To the neglect of the hints of the body; or

To the presence of the seeds of disease, degeneration, and decay in the system.

6 The man of healthy phlegmatic or choleric temperament is less likely to be injured by application than one of the sanguine or melancholic type; yet these latter, with allowance for the original constitution, may be capable of vast efforts.

7. The extended and deep culture of the mind exerts a directly conservative influence upon the body.

Fellow-laborer! one word to you before we conclude. Fear not to do manfully the work for which your gifts qualify you; but do it as one who must give an account of both soul and body. Work, and work hard, whilst it is day; but the night cometh soon enough,—do not hasten it. Use your faculties, use them to the utmost, but do not abuse them,—make not the mortal do the work of the immortal.

tal. The body has its claims; it is a good servant; treat it well, and it will do your work; it knows its own business; do not attempt to teach or to force it; attend to its wants and requirements, listen kindly and patiently to its hints, occasionally forestall its necessities by a little indulgence,

and your consideration will be repaid with interest. But task it, and pine it, and suffocate it; make it a slave instead of a servant; it may not complain much, but, like the weary camel in the desert, it will lie down and die.—*Physicians' Problems, by Charles Elam.*

FIRST-CLASS TRIP AROUND THE WORLD.

We have lying before us a ticket issued by the Illinois Central Railroad Company, which, with the addition of the stamp of the company, would be good for a trip, first-class passage, around the world. The traveler is first entered for passage at St. Louis, and wakes up from his first nap at New York. There he takes one of three lines of steamers for Havre, and lounging about at Marseilles, Alexandria and Bombay, he hauls up at Calcutta, and pursues his journey to Hong Kong via Signapore, when he boards the Pacific mail steamer for Yokohama and after a passage of twenty-one days and a distance of 4,714 miles, he steps on shore in Uncle Sam's dominions at San Francisco. Thence on the Pacific railroad to Omaha in 93 hours—and 24 hours more travel in palace cars, lands him at St. Louis, the starting point.

After our passenger has returned from his trip around the world, performed in less than one hundred days, and at a cost of less than two thousand dollars, he is anxious to know more of the road that has projected this wonderful trip around the world, so we have to take him to the General Superintendent's office.

At that end of the road, Dr. W. H. Stennett has charge of the business. We hardly know how the Company could have made a better selection. Even while in this city, busy as a physician, no railroad movement in the West ever escaped his notice. When he first made his appearance in St.

Louis, as the Superintendent of that end of the Central road, he was rather looked down upon and ignored by lords of competing lines. But as they have found their business gradually going from them, whether as freight or passengers, and taking the line of the Central road, they began to take into respectful consideration the Doctor from Bloomington. He and his agents may be found in St. Louis wherever there is a passenger in search of a ticket or freight unbilled, on change or at the Board of Trade. The result is that the general business of the road and its branches from that terminus has increased immensely; and all the result of efficiency in the agent. The fact is, Doctor Stennett is a railroad man, with natural adaptation to the business. His person and address inspire confidence, and his straightforward, honorable manner of dealing with individuals and the public has made him an invaluable Superintendent for the Central road.

We take special pride in mentioning these facts in connection with the success of the Doctor in his present position. He was for a long time a worthy citizen of our city, never withholding his hands from any public or private enterprise that was for the benefit of our people.—*Bloomington Leader.*

Work is victory. Wherever work is done, victory is obtained. There is no chance, and no blanks.

THE SENIOR CLASS, NORMAL UNIVERSITY—RESOLUTIONS.

After spending a day very pleasantly and profitably in the critical inspection of the public schools of Bloomington, the class on their return adopted the following Preamble and Resolutions to which their names are affixed :

WHEREAS, It was decided by the President of the Normal University that the Senior Class could derive benefit from a visit to the public schools of Bloomington, and permission being granted by Mr. Etter, Superintendent of Public Instruction. Friday, the 25th of February, the opportunity was improved ; and

WHEREAS, Through the suggestion of the President, who was desirous of making the remainder of the day pleasant and profitable, the machine shops were visited ;

Resolved, That we tender our thanks to the President of the Normal University for his efforts to make the visit instructive and entertaining, and to Mr. Etter and his teachers for the kindly manner in which they received us, and their willing efforts in aiding the designs of the President.

Resolved, That to Mr. Jackman, Superintendent of Machinery on the C. & A. R. R., and his workmen, we express our high appreciation and hearty thanks for conducting us through the buildings and explaining to us the various machines, and for the kindness shown in providing a car for our return home.

Resolved, That a copy of these resolutions be sent to Mr. Etter, Mr. Jackman, President Edwards, and the *Pantagraph*, *Leader* and SCHOOLMASTER.

Lou C. Allen,	Emma Howard,
Sarah E. Cranson,	J. W. Lummis,
Barbara Deuning,	Andrew T. Lewis,
Marion Weed,	R. A. Edwards,
Benjamin Hunter,	Fannie Smith,
Mary D. LeBaron,	Armada S. Thomas,
S. W. Garman,	Adella Nance,
Alice Emmons,	J. W. Dewell,
Marie Kimberly,	J. A. Denning,
Cara Higby,	Julia Kennedy,
W. H. Richardson,	Grizella Wilson,
Celestia Mann,	J. W. Gibson,
Jennie C. Murdock,	J. H. Parr,
C. D. Mariner,	J. W. Smith,
R. Norris Waterman,	B. W. Baker,
	R. A. Childs.

PRIMARY SCHOOL INSTRUCTION.

I once heard Richard Cobden declare that one of the best evidences of the superior civilization of the free United States, was their extensive employment of women in the instruction of boys ; and there can be no doubt that, with equal advantages of mental discipline and professional training, women are the most successful instructors of youth.

We are coming to understand that the most accomplished teachers should be placed in charge of the youngest classes. It has been well said that, if it were possible, every child should be taught by God himself. Every child is taught by a Divine Providence that perpetually undoes the mischief which our folly and wickedness inflict, and the

best recognition we can make of this fact, is to place our largest-minded and largest-hearted teachers over the youngest children in the school-room. The worst feature in our present system is the fact, that the lowest grades of our city schools are taught by inexperienced and untrained young women, who, at the best, must blunder through a year or two of experimenting before they can even comprehend the work they are set to do.

The remedy for this state of things is found in the Normal School. The standard of professional training must be raised over our primary schools, and their teachers must be rigidly held to the duty of mastering at least the elements of the teaching art.—*Rev. A. D. Mayo, in Ohio Educational Monthly.*

THE TEACHER'S VOICE.

Did you ever watch children at their favorite game of "Playing School?" If so, you must have observed that the child who personates the teacher is sure to issue his numerous orders in a peculiarly harsh and shrill tone of voice. The reason why is not far to seek. The little one is shrewdly observant of his elders and has come to associate with the pedagogic business a harsh and artificial utterance.

A sweet and well modulated voice is one of the teacher's best possessions; calm, full and low pitched, it is a great aid in school discipline. Careful culture will do much to improve the quality and compass of the voice. We commend to the careful perusal of our readers the following entertaining and valuable essay by a distinguished English writer:

Far before the eyes, or the mouth, or the habitual gesture, as a revelation of character, is the quality of the voice, and the manner of using it. It is the first thing that strikes us in a new acquaintance, and it is one of the most unerring tests of breeding and education. There are voices which have a certain truthful ring about them—a certain something, unforced and spontaneous, that no training can give. Training can do much in the way of making a voice, but it can never compass more than a bad imitation of this quality; for the very fact of its being an imitation, however accurate, betrays itself like rouge on a woman's cheeks, or a wig, or dyed hair. On the other hand, there are voices which have the jar of falsehood in every tone, and that are as full of warning as the croak of the raven, or the hiss of the serpent. There are, in general, the naturally hard voices, which make themselves caressing, thinking by that to appear sympathetic; but the fundamental quality

strikes through the overlay, and a person must be very dull indeed who cannot detect the pretence in that slow, drawling, would-be-affectionate voice, with its harsh undertone and sharp accent, whenever it forgets itself. But, without being false or hypocritical, there are voices that puzzle as well as disappoint us, because so entirely inharmonious with the appearance of the speaker. For instance, there is that thin treble squeak we sometimes hear from the mouth of a well-grown, portly man, when we expected the fine rolling utterance which would have been in unison with his outward seeming; and, on the other side of the scale, where we looked for a shrill head voice, or a tender musical cadence, we get that hoarse chest voice, with which young and pretty girls will sometimes startle us.

Nothing betrays so much as the voice, save, perhaps, the eyes, and they can be lowered, and so far their expression hidden. In moments of emotion, no skill can hide the fact of disturbed feeling, though a strong will and the habit of self-control can steady the voice when else it would be failing and tremulous. But not the strongest will, nor the largest amount of self-control, can keep it natural as well as steady. It is deadened, veiled, compressed, like a wild creature, tightly bound and unnaturally still. One feels that it is done by an effort, and that if the strain were relaxed for a moment, the wild creature would burst loose in rage or despair, and the voice would break out into the scream of passion, or quiver away into the falter of pathos. And this very effort is as eloquent as if there had been no holding down at all, and the voice had left to its own impulse, unchecked. Again, in fun and humor, is it not the voice that is expressive, even more than the face? The twinkle of the eye, the hollow in the under lip, the dimples about the mouth, the play of the eyebrow, are all aids, certainly;

but the voice! The mellow tone that comes into the utterance of one man, the surprised accents of another, the fatuous simplicity of a third, the philosophical acquiescence of a fourth, when relating the most outrageous impossibilities—a voice and manner peculiarly transatlantic, and, indeed, one of the Yankee forms of fun—do not we know all these varieties by heart? Have we not veteran actors, whose main point lies in one or other of these varieties? And what would be the drollest anecdote, if told in a voice which had neither play nor significance? Pathos, too—who feels it, however beautifully expressed, so far as the words may go, if uttered in a dead and wooden voice, without sympathy? But the poorest attempts at pathos will strike home to the heart, if given tenderly and harmoniously. And just as certain popular airs, of mean association, can be made into church music by slow time and stately modulation, so can dead-level literature be lifted into passion or softened into sentiment by the voice alone.

Certain voices grate on our nerves, and set our teeth on edge; and others are just as calming as these are irritating, quieting us like a composing draught, and setting vague images of beauty and pleasantness afloat in our brains. A good voice, calm in tone and musical in quality, is one of the essentials for a physician; the “bed-side voice,” which is nothing, if it is not sympathetic by constitution. Not false, not made up, not sickly; but tender in itself; of a rather low pitch, well modulated, and distinctly harmonious in its notes; it is the very opposite of the orator’s voice. Whatever its original quality may be, the orator’s voice bears the unmistakable stamp of art, and becomes artificiality; as such it may be admirable—telling in a crowd, impressive in an address—but overwhelming and chilling at home, partly because it is always conscious, and never self-forgetting. An orator’s voice, with its careful intonation and accurate accent, would be as

much out of place by a sick bed as court trains and broadened silk for the nurse. There are certain men who do a good deal by a hearty, jovial, fox-hunting kind of voice—a voice a little thrown up, for all that it is a chest voice—a voice with a certain undefined rollicking sound in it, and eloquent of a large volume of vitality and physical health. The clerical voice, again, is a class voice; that neat, careful, precise voice, neither wholly made nor yet quite natural; a voice which never strikes one as hearty, or as having a really genuine utterance, but which yet is not unpleasant, if one does not require too much spontaneity. The clerical voice, with its mixture of familiarity and oratory, as that of one used to talk to old women in private, and to hold forth to a congregation in public, is as distinct in its own way as the mathematician’s handwriting; and any man can pick out, blindfold, his man from a knot of talkers without waiting to see the square-cut collar and close, white tie. The legal voice is rather a variety of the orator’s than a distinct species—a variety standing midway between that and the clerical, and affording more scope than either.

The voice is much more indicative of the state of the mind than many people know of or allow. One of the first symptoms of failing brain power is in the indistinct or confused utterance, no idiot has a clear or melodious voice; the harsh scream of mania is proverbial, and no person of prompt and decisive thought was ever known to hesitate or to stutter. A thick, loose, fluffy voice, too, does not belong to the crisp character of mind which does the best active work; and when we meet with a keen-witted man, who drawls, and lets his words drip, instead of bringing them out in the sharp, incisive way that would be natural to him, we may be sure there is a flaw somewhere, and that he is not what the Americans call “clear grit” and “whole-souled” all through. We all have our company voices, as we all

have our company manners, and we get to know the company voices of our friends after a time, and to understand them as we understand their best dresses and state service.

The person whose voice absolutely refuses to put itself into company tone, startles us as much as if he came to a state dinner in a shooting jacket. This is a different thing from the insincere and flattering voice, which is never laid aside while it has its object to gain, and which affects to be one thing when it means another. Though one of the essentials of a good voice is its clearness, there are certain lisps and catches which are very pretty, though never dignified; but most of them are exceedingly painful to the ear. It is the same with accents. A dash of brogue, the faintest suspicion of the Scotch twang, even a very little American accent—but very little, like red pepper, to be sparingly used, as, indeed, we may say with the others—gives a certain piquancy to the voice. Of all the European voices, the French is perhaps the most unpleasant in its quality, and the Italian the most delightful. The Italian voice is a song in itself, not the sing-song voice of an English parish schoolboy, but an un-

noted bit of harmony. The French voice is thin, apt to become wiry and metallic; a head voice for the most part, and eminently unsympathetic; a nervous, irritable voice, that seems more fit for complaint than for love-making; and yet how laughing, how bewitching it can make itself! There are some voices that send you to sleep, and others that stir you up; and the French voice is of the latter kind, when setting itself to do mischief and work its own will.

The cultivation of the voice is an art, and ought to be made as much a matter of education as a good carriage or a legible handwriting. We teach our children to sing, but we never teach them to speak, beyond correcting a glaring piece of mispronunciation or so; in consequence of which we have all sorts of odd voices among us—short yelping voices like dogs, purring voices like cats, croakings, and lisplings, and quackings, and chatterings; a very menagerie, in fact, to be heard in a room ten feet square, where a little rational cultivation would have reduced the whole of that vocal chaos to order and harmony, and made what is now painful and distasteful, beautiful and seductive.

EDITORS' DEPARTMENT.

THE TEACHER'S MANNERISM.

It is said that one who is skilled in the matter, on observing a group of strangers engaged in animated conversation upon general topics, can, in a short time, determine the life-occupation of each by his air, his manners and his gestures, the expression of his face and the tones of his voice. Thus a professional man is readily recognized by his precision of speech, and a blacksmith by his sledge hammer gestulation.

Did you ever think of it? No man or woman who has been devoted to one pursuit for five years, usually bears the *trade mark* so conspicuously as the school master or mistress. In

the street, the cars, or the church, we detect the indescribable something which proclaims to the interested student of human nature, "I am a teacher."

Now, without philosophizing upon this matter as we might, and attempting to show why it is that the instructor of youth, like the druggist, is wont so frequently to "smell of the shop," our present purpose is to inquire whether it would not be better for teachers, as a class, if they were able, to a greater extent than they usually do, to drop the mannerism of their craft, which so often clings to them like a tight fitting garment, and to look, think and talk like rational creatures engaged in other useful occupations.

We are entirely willing to admit the truthfulness of the oft repeated remark, that success in teaching is only purchased by devotion to the pursuit with all the earnestness of one's nature, and with the fullest recognition of its vast importance. But at the same time, we are fully impressed with the idea, and feel called upon to express it, that teachers would be rendered far more useful in their vocation, and far more successful in its prosecution than they now are, if their minds took a wider scope, if their reading comprehended something other and wholly distinct from teacher's publications, and their conversation when together touched upon weightier matters than the petty vexations of the school room, or the best methods of teaching Arithmetic and Geography.

The tendency of the teacher more than of any other professional person we think, is to *run in ruts*. It is not difficult to see why this is so. The authoritative utterances from the pulpit, though they pass unchallenged at the moment of delivery, are questioned and criticised with rigid severity, by rival preachers. The lawyer at the bar is constantly meeting with "foemen worthy of his steel," who leave no joint of his armor untested. But the teacher deals with immature minds, unable to question successfully the methods of their instructor, even if suffered to do so. Hence the growth of conceit and pedantry, the most offensive of all mental weaknesses. The highest merit is always modest. But how many well-intending and really meritorious teachers have we known, whose admiration of their own school methods bordered on the sublime!

We sincerely believe that teachers, here and now, do not so much need to hear and heed the injunction. Be devoted to your work in order to secure the best results, as this other word of friendly advice. Read much and think deeply upon other subjects than your special work. Drop school-room duties and troubles entirely from your conversation in society. Aim to broaden and

deepen your own mental culture by reflection upon those great subjects which try the minds of others beside school teachers. By so doing you will be all the better fitted for the performance of your special work; and, in the progress of time, instead of becoming more and more closely wedded to your pet notions, and growing more and more narrow with the years, "as streams their channels deeper wear," you will constantly add to your wisdom and efficiency, and give new temper and polish to the steel of your minds.

THE POLICY OF HONESTY.

When an expression let fall by some writer in a moment of happy inspiration so accords with the convictions of men that its sentiment receives unanimous assent, it is called a proverb, and its very repetition henceforward has the force of unanswerable argument. Judged by the frequency of its repetition what proverb contains a truth more generally accepted than "Honesty is the best policy?" While we all must agree that it is not the highest motive to present to the mind of a youth, to show him not that dishonesty is wicked, a *heinous sin*, for which the sinner will be held strictly accountable, but that it is simply inexpedient and foolish still in seeking for means by which the feet of childhood and youth may be placed in the right path, the motive of expediency is by no means to be disregarded.

In a worldly and selfish sense it is politic, it is wise, and more than this, it is the most politic and the wisest thing in the world for one to be strictly and unswervingly honest.

In society the forger, the counterfeiter, the clerk who robs his master's till, is a *fool* not less than a criminal, and it is the dictate of the plainest common sense as certainly as it is the injunction of the moral law to be honest, watched or unwatched, in public or in secret. We propose in a few simple and direct words to apply what has thus far been said to the

case of pupils in school. There are among students as everybody knows, manifold opportunities and frequent and strong temptations to dishonesty. No teacher with any skill in reading human nature can meet his class in the recitation room for a month or even a shorter period, without mentally dividing them into three classes.

1. Those who are everywhere and always honest.

2. Those who will cheat if the temptation is strong and opportunity favors.

3. Those who will cheat *whenever they get a chance*.

Happy the instructor who finds among his pupils so many of the first class, those who disdain to accept assistance by a school mate's whispered word, who scorn to sneak into a rank upon the teacher's record which they do not deserve, that the low deceiver who takes advantage of a back seat to recite slyly from the book, who smuggles a note book into the examination and shines by virtue of plumes which are not borrowed but stolen, shall find the moral atmosphere *too hot for him*, and be compelled per force to be as honest as his neighbors. Unhappy he who makes the sad discovery that every recitation furnishes a new scene for the exhibition of juvenile depravity; that the honesty of his scholars is no higher than the desk, no broader than the backs of the pupils who sit in front, and no longer than the teacher's short eyesight.

Much of the prevalent dishonesty in school is hereditary, traditional, an evil bequest from former and less enlightened generations. In olden times, when the so called teacher was often an ignorant and brutal tyrant, it is easy to see how the relation between the pedagogue and his pupils was naturally that of antagonism. As stratagem was (as it is still) considered justifiable in war, pupils soon came to think that any act however dishonest it was, without just censure, to be resorted to, if it would only serve to avert the cruel blow of the passionate master.

But when the teacher is the pupil's friend, working with him for his improvement and highest welfare, how despicable is that spirit on the pupil's part which leads him to make trickery and deception the substitute for *down-right honest work*! And it is as foolish and as impolitic, as it is despicable. Was there ever a scholar habitually dishonest, even if (as is very unlikely to be the case), he should always succeed in baffling the teacher's vigilance, whose character was not well known to his class mates and fellow-pupils? Is there any one to whom good reputation among his daily companions is a matter of no moment?

A teacher has done much towards establishing the proper relation between himself and his pupils when he is able to drop the office of policeman, and devote himself, mind and soul, to his own proper work—the development of intellect and heart. To a refined and sensitive nature, nothing can be more distasteful, than the constant exercise of suspicion and distrust.

Detectives and informers doubtless have their place, and are useful therein, but it does not demand the highest and noblest attributes of character to be successful in such duties. While the good teacher will exercise a reasonable degree of vigilance, and punish promptly such derelictions of duty as he discovers, he will not make it his chief occupation to play the part of watch-dog. He has other and better business.

Pupils may be made to understand that the student who cheats, injures no one seriously but himself, and that this injury is great and irreparable. No logic so subtle, no intellect so acute, as to be able to prove, either in school-life or the broader life of the world, that there is any permanent good to be gained by deception and fraud.

Always and everywhere, "*Honesty is the best Policy.*"

COMPETENT TEACHERS.

Is there anything which can compensate for the incompetence of teach-

ers in our public schools? There is nothing. We may rear the most magnificent structures of brick and marble for our temples of science, and furnish them most sumptuously, we may plant libraries, maintain public lectures, levy upon the best executive talent of the community for the work of school supervision, we may adopt the best system of gradation and classification, we may by penal regulation banish truancy and secure punctuality of attendance, we may by generous compensation secure the services of the ablest men as Superintendents, and in spite of all, if the rank and file of the fraternity and sisterhood of common school instructors lack competence for, and efficiency in their work, the result will be a failure.

Keep it before the people, that much as we need improvement in school architecture and supervision and the other accompaniments of a superior school system, the *one vital want* is of competent teachers. And these *must be paid*. Stint if need be, your expenditures for costly edifices, ornamental appendages, and architectural embellishments, but secure the best talent in your teacher by paying what it costs. The great and ever-present need of to-day is *more brains* and *less brick*.

MORAL ALGEBRA—FIRST EQUATION.

GIVEN a young man, the child of thoughtless or frivolous-minded parents, suffered to grow up in ignorance, a truant, a street-rover, a Sabbath-breaker, a tippler, with a taste for low amusements and companions,—ADD a Temptation of a little more than ordinary strength,—RESULT—a convicted felon, wasting his manhood in a prison cell, or swinging from a hangman's rope

SECOND EQUATION.

GIVEN a young lady born in the lap of luxury, breathing from infancy the atmosphere of fashion, taught to care more for her hair than her heart, her mintilla than her mind, her skin than her soul, substituting empty accom-

plishments and ball-room graces for all solid attainments.

SUBTRACT all physical vigor by moulding her form in silly imitation of fashion plates, all beauty by midnight revels, all mind by dissipation and novel reading, all heart by long-continued and exclusive devotion to self—RESULT—insanity and weakness, a useless existence, an early death—an unhonored grave.

SELF-REPORTING

Teachers and thinking people generally differ widely in their opinions of the desirableness of the self-reporting system. Its opponents say that it is contrary to the spirit of our laws, and places before the pupil so strong a temptation to falsehood, that the conscience becomes hardened by yielding to the temptation, that it thus encourages deception, and makes the pupil worse instead of better. Besides all this, it is claimed that averages based upon the reports of pupils themselves, are unreliable, for the reason that the most conscientious will report accurately and be marked low, while the worst ones, often if not usually accustomed to falsehood, will not report truthfully and receive a high mark, thus doing great injustice to the conscientious pupil and prejudicing him in the mind of the teacher and of those who look at the averages; and in case any prize or reward is conditioned on such average, the undeserving are quite sure to get it. Thus temptation to falsehood becomes so strong that saints even could not or would not resist, and schools adopting this system become "schools of vice." Such is the case put by opponents.

On the other hand it is contended that the motives operating upon the child in reporting his conduct are not all in the direction of deception, that the child has quite as much desire to maintain his standing for honesty among his schoolmates as for a high mark; that the good will and opinion of his teacher are more satisfactory to him than a high mark with the

knowledge of having gained it by deception; that reporting his own conduct prevents a great deal of vicious and unmanly action; that it really quickens the conscience instead of blunting it; that when there is any efforts to deceive, it has its roots nearer home than the school room, in witnessing the daily life of friends; and that truthfulness is learned by bearing the responsibility of reporting their own conduct.

We desire to look a little at some of these positions, and in an unprejudiced manner try to reach the true side of the question.

We cannot agree with those persons who say that the spirit of our laws is against it, for it is only in criminal cases that the law silences an offender, and even then in extreme measures, courts of equity require the defendant to testify of his actions. But we do not think that the question should be put on that ground; it should be considered in the light of family government, and not civil. Every parent questions his child respecting his actions, and if he have reason to suspect wrong conduct, especially if he hear of such, does he put the most direct and searching questions to the offender, thus intensifying the temptation to lie if such direct interrogation can beget temptation. This is a universal practice, and we do not hesitate to say it is perfectly natural. If then school government is like that of the family, and we know of no one who denies it, why should so natural and universal a custom in the family be denied to the teacher, to bring about the same results sought for by the parent? But we go further; if the parent refuses the testimony of the child, and take instead that of other children, the one in fault will lie to that parent whenever there appears no opportunity of detection. The parent then cannot refuse to ask the child about his conduct lest he bring about the very conditions which he is trying to prevent. So also the teacher. Nor can the parent keep his eye con-

stantly on the child, nor if he could, would it be desirable, for there would then be no opportunities to develop self-government, without which there can be no manhood. Such is also the position of the teacher.

The moral condition of a child wanting self-control and one accustomed to deceive, are about the same. Give a child an opportunity to use his judgment and temptation comes with it. The most desirable result of education, self-government, can never be attained except the child have an opportunity to act from his own motives and to put into practice his own ideas, and this involves a choice of principle, into which temptation enters. A child should be kept from falsehood and deception by a power within as well as without himself or his life will be one continuous lie. If innocence alone be the great aim of parents, then should their children while in school be watched and kept from overt wrong; but since it is not the thing done or the word said that is of itself the sin, but the spirit and motive with which it is done, since the child cannot be hindered by all the outward appliances conceivable, from imagining and acting a lie, it is desirable that he be required to look upon himself occasionally and render an account for his deeds. It is virtue, not innocence merely, that all should seek. There can be no doubt that pupils often give false accounts of themselves and try to take high rank by a system of falsehoods, but if we may believe the testimony of teachers, that lamentable condition existed when they were first introduced to them. It is quite probable that parents have as great responsibility in this matter as teachers, and that their own words and examples have laid the foundation whose superstructure is built in part by the teacher. We often feel like saying to parents, "He that is without sin among you, let him cast the first stone."

"But the practice of self-reporting does often make pupils false," says one. Yes, unfortunately it does, and

for that matter, their play with other children does the same; they cannot go upon the street, nor remain in the house, without the same result in a greater or less degree. But in the school, as indeed with the parent at home, the teacher is the ruling spirit. Some can adopt this system and pupils will grow more truthful and conscientious under it, others will try it and they will not once think of telling the truth. The presence of some teachers inspires to manliness and truth, that of others is positively demoralizing. Some teachers fail as signally in teaching morality as in mathematics; but because of their failure it seems unfair to charge the system with being wrong—as unfair as it would be to say that solving problems is no way to teach arithmetic because some teachers failed to make arithmeticians of their pupils.

If wisely and carefully used by a judicious teacher, the result will be a virtuous character in nearly every pupil, if injudiciously used by an indifferent teacher, the worst results will succeed. And this is true of all government, whether at home or at school.

We may at some future time notice a few ways in which teachers and parents practically teach children to tell falsehoods.

LOGAN COUNTY TEACHER'S INSTITUTE.

ATLANTA, ILL., April 5th, 1870.

EDITOR SCHOOLMASTER :—

The Logan County Teachers' Institute met in this place Monday, March 28th, and continued in session five days. It is conceded by all to have been the best one ever held in the county. Drs. Bateman and Edwards were present and lectured. An unusually large number of teachers were present. The sessions were pervaded by an earnestness of inquiry and an original method of doing things rarely seen in county institutes. The people of old Logan County will long remember this as a glorious rally for education. EDWARD A. LEEPER.

SCHOOL VISITATION.

A young teacher may learn much that will prove highly profitable to him by the careful observation and criticism of the methods pursued by other teachers. We know well that much visiting of schools is wholly fruitless—a sheer waste of time—for want of a clearly formed plan. How may the visitation to other schools than one's own be rendered in the highest degree profitable to the visitor? We answer by the copious taking of notes at the time of everything in the teacher's methods of instruction and discipline which seems worthy of commendation or criticism, and the subsequent writing out, with due deliberation, the result of the visit.

The Senior Class of the Normal University have recently carried out the plan above proposed. After visiting various classes in the Model School connected with the University, written critiques were prepared by each member of the class, and read in the presence of the Seniors, the Faculty of the University, and the teachers criticised. The exercise has proved a very valuable one for all concerned.

We can best illustrate the method pursued, by presenting a few of these critiques. We are enabled to do this by the courtesy of the authors, to whom our thanks are due.

[ED. SCHOOLMASTER.]

Critique on a Class in Spelling Taught by Mr. R.

BY MARION WEED.

The teacher stood during the recitation, a good plan to follow in an exercise of this kind.

He pronounced the words in the lesson with proper volume, but in open defiance to established authority. Among many words, I heard the following mispronounced, dog, orang-out-ang, chamois, tapir and sparrow.

One pupil spelled jackdaw, and was asked by the teacher if that were the name of a bird or an animal, a new distinction in Ornithology too occult for my comprehension. I am utterly unable to determine the teacher's plan for conducting the exercise.

When called upon a pupil rose, pronounced (or rather mispronounced) the word after the teacher and then essayed to spell it: successful or not, nothing was said, and after a fair trial on six or seven words some other pupil passed through a similar ordeal.

Mr. R. informed us that the slips of paper which the students held were used for taking note of misspelled words. I took occasion to glance at some of these, and I did not see more than four or five words on each. Most certainly I heard a score of misspellings while I was present. I think these papers mean absolutely nothing. I noticed that the teacher did not move the students. Can it be possible for a teacher to remember exactly how thirty pupils acquitted themselves during the hour? The word *Toology* was spelled, and then dismissed without any allusion to the diæresis.

Only one trial was allowed on a word. I commend this.

The lesson was poorly prepared and the majority of the class manifested little interest in the work. One little Miss not spelling to her satisfaction, made her state of mind manifest by flinging herself pettishly on to the seat. No notice was taken of this symptom of feebleness and incipient rebellion, nor of a fine spectacular performance ably conducted by the youth of the front seat. The teacher showed a lack of animation, energy, preparation on the lesson, little purpose in asking questions, and a marked need of rigid discipline.

Primary Spelling Class by Mr. P.

BY MARION WEED.

The manner of assigning work was quite objectionable; I think more time and better order could be secured by sending the class to the board, as a body, and there pronounce words for

any two pupils not adjacent,—I suggest the latter, for there was evident care on the teacher's part that scholars standing together should not hear the same work.

As soon as two or three pupils had finished their work, they resumed their seats, and were called upon to criticise each other's sentences. I object to this—for these criticisms to be truly helpful require the undivided attention of the entire class. I believe it is best to give them a reasonable length of time, and then require them to leave their work, finished or unfinished, as the case may be, then begin the work of correction, enforcing the attention of the entire class.

The manner of criticising was confusing and slow. When the teacher specified some particular pupil's work as open for discussion, it was at their sweet option whether they made their infantine attack on the first, second or third sentence, or directed their battery on the work as a grand unit. It is evidently better to criticise the sentences in order, thus avoiding confusion and at the same time affording the little boys an opportunity to follow the work. The corrections were mostly on capitalization, spelling and neatness; several questions arose which the class were unable to answer, and which should have been settled by the teacher. The class were divided on one point in particular, which they were told to "look up before to-morrow" but the children looked as though they had no fears that Mr. P. would be so cruel as to remember to ask it the next recitation.

The questions were not the best,—often awkward, occasionally ungrammatical and wanting vigor and life. The children were not disorderly in a marked manner, still they did not seem to be under the best discipline. I observed one youth found a safety valve for his effervescing spirits, in snapping his fingers to attract the teacher's attention; another gracefully balancing on a chair during his address, and still another cultivating his artistic faculties

by sketching unique designs of Natural Scenery on the black board, during the criticisms on his work. Would it not be well for the instructor to "nip" in the bud" such sublime stoicism?

The teacher talks too much, accompanies this with unnecessary locomotion; tries to accomplish too much, and in doing so defeats systematic and thorough training.

Geography by Mr. L.

BY R. MORRIS WATERMAN.

We next visited the Grammar School department. Mr. L. was here teaching Geography to a class numbering about twenty-five pupils.

The first thing noticeable on entering the room was the very poor responses given by a majority of the class. Whether the lesson was too long, or whether it had received too little time in preparing, I was unable to determine. The teacher said that part of the lesson was a review of the last lesson. This made it seem longer than was really the case, I suppose. There were but two or three in the class that recited well, and they were called upon to answer more frequently than was for the best interests of the class. I observed that when the pupils recited in concert, two or three waited until a correct answer was given by most of the pupils, and then these two or three answered.

"Now we'll name the rivers, and I want you all to answer," said the teacher. To me the accomplishing of this feat appeared somewhat doubtful. The two largest boys in the class knew the least about the lesson. One boy, the largest in the class, was not required to recite, and from the method of his responses while reciting in concert, it was quite evident that the teacher knew it would be of little use to question him.

The question "What river flows here?" was asked, and "The Nile" was the answer heard from all quarters, many responding several times. Although this might have been done for

emphasis, I think the teacher would do well to receive but one answer from each pupil.

The class was not held to the work, and I would recommend the using of a little more pencil in recording recitations. It appeared to make little difference to the pupils whether they recited well, or the opposite.

It was evident, however, that the teacher knew the lesson. This consisted in naming the principal mountains and rivers in Africa, and in naming the islands surrounding. The thought occurred to me, that it would be a better course to learn more of our own country, and leave Africa with the hard names till some future time.

I criticise then, first, the assigning of too long a lesson; second, the loose manner in which the recitations were made; third, the teacher's not holding the pupils to the work.

Primary Geography by Miss R.

BY R. MORRIS WATERMAN.

We first visited a class in spelling taught by Miss R. in the Primary Department.

I make several criticisms on the method of instruction. The pupils were required to rule off spaces on the blackboard, and print the words pronounced by the teacher. In doing this I noticed a lack of uniformity in the ruling. That is, some pupils began higher on the board than others. Consequently, there was not uniformity in the amount of room.

One pupil wrote a word correctly, but on seeing one of his schoolmates write another word resembling the one he had written, concluded his must be wrong. He accordingly erased a part of the word, and wrote a part of the word he had seen, placing it above the ruled space. I think each pupil should be required to "stand on his own feet." The word incorrectly written by this boy should have been left, and noticed accordingly. There were several mistakes made during the exercise. Letters in some instances were omitted, and sometimes they were incorrectly formed.

I criticise the custom of dismissing a class composed of pupils so young as these, before the work is corrected. The work should have been corrected in the presence of the pupils.

One pupil wrote the words instead of printing them, and was allowed to do so for some time. The letters were not made as well as they might have been, and the teacher did nothing towards showing the pupils in regard to proper formation. Letters may just as easily be made with some degree of beauty, and if good habits are insisted upon, the improvement will soon become manifest.

All, however, appeared to be interested in their work, and in several respects the recitation was conducted well. The teacher's manner was pleasant. There was nothing of a domineering nature manifested. This I consider as highly creditable to the true teacher. A clear, pleasant, and winning voice, in my opinion, will do much more in building up the influence of a teacher, than an overbearing, harsh manner.

DECATUR.

Prof. S. S. Jack, of Latrobe, Pa., has been appointed Principal of High School at a salary of \$1500. He will commence his labors at the beginning of next term.

E. A. Gastman, who for the past eight years has acted as Principal, will now devote all his time to superintending the schools.

O. F. McKim, for three years Principal of the second ward school, has resigned and will enter upon the duties of County Superintendent, to which he was elected in November last.

Miss M. W. Carson, for two years teacher of Penmanship, has been appointed to fill the vacancy occasioned by Mr. McKim's resignation.

WOODFORD COUNTY.—Mr. W. H. Gardner, of Panola, has been elected by the Board in Supervisors to fill the vacancy of the County Superintendency, caused by the death of Dr. Joseph M. Clark.

ACCURACY IN EDUCATION.

I do not know that there is anything, except it be humility, which is so valuable as an incident of education, as accuracy. And accuracy can be taught. Direct lies told to the world are as dust in the balance when weighed against the falsehoods of inaccuracy.

These are the fatal things; and they are all-pervading. I scarcely care what is taught to the young, if it will but implant on them the habit of accuracy. * * * Besides, there is this important result from a habit of accuracy, that it produces truthfulness even on those occasions where a man would be tempted to be untruthful. He gradually gets to love accuracy more even than his own interests.—*Arthur Helps.*

Nature forever puts a premium on reality. A little integrity is better than any career. We must be as courteous to a man as we are to a picture, which we are willing to give the advantage of a good light.

Every man's task is his life-preserver.

A high aim is curative as well as arnica.—*Emerson.*

I do not think that there is a country where, according to the ratio of the population, there are so few ignorant and learned men as in America. There, primary instruction is within the reach of every one. Superior instruction is scarcely within the reach of any one. *De Toqueville.*

PHONIC ANALYSIS.

Attempt but little at first; that little do. Let nothing once done escape for lack of review. Be thorough. One sound perfectly mastered is an investment—a profitable one, too; your pupils will count it an acquisition at first, and, only a little later, you will find it a cumulative force.

Individual peculiarities in pronunciation are sometimes singularly tenacious: such errors, too, as are called local, are almost equally stubborn. Kindness, accuracy and patience on the part of the teacher, are requisite to their removal. He should be able to contrast the position of the vocal organs in their correct formation of a given sound with the position allowed them by the erring pupil.

Not individual but common errors should receive most attention from the teacher; and among the latter none call so loudly for correction as those which constitute classes. To illustrate: A pupil is observed to pronounce *on* as if written *awn*. No doubt then, *song, tossed, torrid*—in short, almost any word containing an accepted “short o,” will by him be put to like torture. So, too, if he says *hå-ånd* for *hand*, you need not doubt that *man, land, back*, and a hundred other words,

will suffer in the same way. Every one of the short vowels receives ill treatment whenever the utterance is indolent; and to this general class of errors the teacher’s lively attention should be given.

How much time should be given to this drill? It is yet too early to set the bounds to that which, in ninety-nine per cent. of our schools, has not yet begun to be. Nevertheless, to those who are sincerely asking the question, let it be observed that teachers, not unwisely, graduate the amount of time given in other fields by a variety of conditions, not all of which can be foreseen. Their aim is to send forth good grammarians, good arithmeticians, good penmen, and so following. Let us aim no lower here, nor be satisfied with results less obvious, in our labors to send forth those who can utter common words with just regard to good usage.

PROF. THOMAS METCALF.

NOTICES.

Alden’s Citizen’s Manual. A text-book on Government. Rev. Joseph Alden, D. D., L. L. D. Sheldon & Co., New York. 50 cents.

The title of this book indicates its aim. It briefly states the history and provisions of our constitution; some of the laws concerning citizenship; explains the departments of our government and powers of each; alludes to tariff and other duties; the rights of States, and very briefly explains the English Government. It contains in small compass what every citizen would know. Children must know something of their government before they can love it, or become patriotic. No child should be allowed to leave school till he has learned enough about the institutions of this country to recognize the blessings he is continually receiving from them, and to know his privileges and duties as an American citizen.

FULL FILES OF THIS PAPER can be found in New York, at the office of George P. Rowell & Co., Advertising Agents, No. 40 Park Row.

Teachers and others who desire good reading at reduced rates, will do well to read

THE SCHOOLMASTER’S
Club Terms on page 98.

We think we are doing our readers a favor by calling their attention to the handsome catalogues of the well known Agricultural Warehouse of Messrs. R. H. ALLEN & Co., of New York City, the oldest and largest establishment there. The Retail Seed Catalogue has numerous illustrations of the Novelties and Specialties in Vegetable, Grain and Grass Seeds, and, though expensive, is sent to all applicants on receipt of stamp to prepay postage. They deal largely also in Agricultural Implements and Machines, and Small Tools of every kind for Farmers, Gardeners, and Stock Raisers use, and publish a Large Catalogue, which is a handsome volume of about 300 pages with nearly 600 illustrations of the Latest and Most Improved articles in their line; among them many things which our farmers ought to have, and which they cannot buy at any of our local stores. Of course this is a costly book, and they charge \$1 for it, but even this is refunded to the purchaser when he sends an order; so that in reality it costs nothing. Even if it did, we should advise every man who owns any land, no matter how small, to get a copy now. Their address is P. O. Box 376, N. Y. City.

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THE SCHOOLMASTER.

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THE REAL TELL-TALE.

"Who made that noise?" asked a teacher in one of our public schools, coming into the class-room.

Quite a stillness followed his question. There were thirty boys all looking at him, some three or four of whom had been guilty of a flagrant breach of order; yet the latter tried to look innocent, and no one replied to his question.

"Boys," he asked, in a calmer tone, "who made that disturbance? Many of you know; and I depend upon the lovers of good order here to make common cause against the bad boys."

But still no one answered to the appeal.

"I know," whispered one to another; "but teacher's not going to make a tell-tale of me."

"And so do I," replied his companion; "but he will not get it out of me. I can tell him."

And thus the low whispers ran through the room. For more than a minute the teacher stood before them awaiting a reply; then he retired to attend to some duties in the adjoining room. But no sooner was his back turned than the same noise that had disturbed him was renewed, and even louder than before.

He at once returned, and again stood before them.

"Let the boys who have violated the good order of the school hold up their hands," he said.

No hand was lifted.

"Now let all who are innocent hold up their hands."

Every hand was promptly raised.

For a few moments the teacher looked his scholars in the face, his own countenance expressing pain and mortification. before he spoke.

"From a boy I have ever looked upon falsehood as the meanest of crimes, showing a disposition to commit almost any sin, if the offender had the courage to do so. I am, therefore, deeply pained to find that I have scholars in my class who are not above this most cowardly of

all vices. It was bad enough to break the rules of the school, but a thousand times worse to tell a falsehood about it—a falsehood, too, that is cast upon every innocent, high-minded boy in the room. I see here the sons of men whose virtue and usefulness are known to all. These boys, I am sorry to say, are all involved in the guilt of this violation of order, and what is worse, in the crime of a denial of it; for how can I discriminate when all act alike? When I ask the guilty to hold up their hands, no hand is lifted; but when I call upon the innocent to attest their innocence, all declare themselves to be innocent. I will try you once more. Let the guilty hold up their hands.”

But no hand was lifted.

“Now let the innocent lift their hands.”

Every hand was again raised.

“I would not be the boy who has thus lifted his hand before the school to tell a falsehood, for all the wealth this world can bestow,” the teacher said, as he looked at his class for a moment or two, and then turned away to leave the room. Although he was away for full ten minutes, he was not again disturbed.

“You were one, James Harker,” said a boy in a low tone, looking with a half indignant expression of countenance at the boy who sat next to him.

“I don’t care if I was. He couldn’t find it out,” was the prompt reply.

“But I don’t think it right that others should be blamed for what you have done.”

“You are not going to turn tell-tale, are you?” said Harker, with a sneer.

“No, not a mere tell-tale; but still I am not certain that I shall not let the teacher know that you were guilty, unless you have the true spirit to do so yourself.”

“Oh, tell-tale! tell-tale! tell-tale! Tom Jones is going to turn tell-tale!” said James Harker, so loud as to be heard all around, pointing at the same time at Jones, and looking at him contemptuously.

“Are you going to tell on me, too?” asked a boy sitting near, with a threatening look.

“I did not see you making a noise.”

“You had better not, I can tell you.”

“I did not see you, so you need not fear,” was Thomas Jones’ reply; “but I can tell you what I think. If you did make the noise, and then afterwards denied it, I think that every honest-minded boy here should feel it his duty to expose you.”

“Let any one dare to do it!” was the reply to this.

After school, several of the boys got around Tom Jones, and tried to convince him that to turn informer would be the most despicable thing in the world.

“I don’t think it half so bad as to break the rules of the school, and be a liar into the bargain,” was his quick answer.

"There is not a meaner creature in the world than a tell-tale!" said James Harker, with his ugly sneer.

"Which is worse, James, he who tells what is true of another, or he who falsely accuses him?"

"I'll leave it to your palaver to draw all such nice distinctions," replied Harker, tossing his head contemptuously.

"It is not hard for me to draw them, James; nor, I think, for any boy here. But it is useless for us to talk about this matter. I will tell you what I will do; and if I say so, you may be sure that I will. If you will go up to-morrow and tell our teacher that you did the wrong complained of, I will keep silent; but if you will not, my mind is made up to do it. I can not, and will not, rest under the blame of having told a falsehood when I am innocent; nor do I think that I am right in letting the whole class rest under a false accusation, while I am able to remove it."

"I always thought you were a mean, low creature," replied Harker; "and now I know it."

"He'll prove himself the meanest boy in the school, if he does it," said another of the wrong-doers.

"He had better not tell on me," cried a third.

"Look here, Tom, come with me," another lad said, taking Jones by the arm, and walking off with him.

"I wouldn't say anything about it if I were you," continued the lad. "You'll only get the ill-will of those boys, and perhaps of the whole class. You know how much an informer is despised."

"There is a great difference, John," was Thomas' reply, "as my father has often told me, between a mere tell-tale as he is called in school, and one who makes known the wrong action of another for the good of all. Now if, for the mere delight of seeing others punished, I were to be constantly running to the teacher with complaints against the other boys, then I would be that very mean body—a tell-tale. But I have no such motives in view. James Harker has not only broken the rules of the class, and led others to be as bad as himself, but he has been wicked enough to tell a falsehood twice, so that our teacher cannot believe any one of us. Now, for one, I have been taught to love truth ever since I can remember; and I cannot, and will not, rest under a charge of falsehood.

"Then why not go to the teacher and declare your innocence?"

"What good would that do? Has not every boy in the class done the same—the innocent with the guilty? I could not ask the teacher to believe me now."

"Well, indeed, I wouldn't do it, Tom," urged his friend.

"You have given no good reasons yet, John, why I should not do as I have said."

"I say that you will get the ill-will of the whole class."

"That is not cause enough not to do right."

Thus the two boys talked as they walked along, and at length parted from each other. As soon as Thomas Jones entered his own house, he sought his father, by whose judgment he was always guided in difficulties: To him he submitted his case, and asked to be advised.

"You have made up your mind, Thomas, you say, to inform your teacher to-morrow that James Harker was one of the offenders."

"That is, if you think I ought to, father."

"From what you have told me, Thomas, I do, certainly. But you will no doubt be blamed, and have your motives condemned by many of your school-mates."

"I know that, father. But you have often told me that I should always be governed by right motives, and not by the opinions of others."

"And you are conscious of having right motives in what you now propose to do?"

"I am father."

"You do not feel glad at the idea of having James Harker punished for his conduct?"

"Indeed, I do not. It is that idea that causes me to hesitate more than any thing else."

"What, then, is your motive?"

"One motive, father, is to clear myself from the charge of bad conduct and falsehood; and another motive is to relieve from the like blame all in the class who are innocent. It seems to me, in a case like this, that it is everybody's duty to point out the guilty, who are thus taking away the good character of the whole. It is not right, father, that the good be injured under the false idea that it is mean to expose what is evil?"

"You certainly reason correctly, my boy," replied Mr. Jones: "and I shall fully approve your act. Do not be hindered from doing it, under the idea that you will be mocked as an informer. There are many cases where it is right to become an informer, and wrong to withhold the truth; and this, I am sure, is an instance where the former rule clearly applies. But in making your statement—as it is one in which your character and standing in the school is involved—do so in writing under your own name, with your reasons. After resolving to act right in a matter where he may be misjudged, it is the duty of every one to give his reasons, that he may not be injured by false judgment."

On the next morning, Thomas Jones waited until nearly the close of the school, to see if James Harker would be honest and magnanimous enough to confess his fault. As he did not do so, Thomas bravely went up, with a firm step, to the teacher's desk, handed him a note, and then retired to his seat. The teacher read the note, and after reflecting for a few minutes, arose and called the school to order.

"I hold a note in my hand," he said, after silence and attention were obtained, "the reading of which has given me great pleasure.

It indicates a tone of feeling and principle highly honorable to the writer. As requested by him, I will now read it to the class.

"MR.———.

SIR:—Yesterday there was a violation of order in the school, the offenders in which you tried to find out, but in vain. In your manner of finding the guilty, the innocent became involved in the charge of disorder and, what is a thousand times worse, of falsehood. I saw one boy in the act of making the noise you complained of, and have tried, in vain, to convince him that he ought to confess his fault, and thus relieve his school-mates from the blame under which they now rest. But he will not do so, and calls me a tell-tale, and other hard names, because I tell him if he will not do so, I shall be compelled to become an informer. Now, in doing so, I wish it to be clearly understood that I do not want to see him punished, but am only obliged, from a sense of duty to myself and the whole class, to do this act. The boy's name is James Harker. Please read this to the class.

'THOMAS JONES.'

"James Harker will come forward," the teacher said, as he laid aside the note.

The boy thus called came forward with a guilty, downcast face.

"Did you make the noise I complained of yesterday?"

"Yes, sir."

"Why did you do it?"

"Bill Grimes, Harry Peters and Tom Price were as bad as I. They made a noise too."

"William Grimes, Henry Peters, and Thomas Price will all come forward."

The three boys named came forward; and when questioned, did not deny the charge.

"You now see," said the teacher, "the four boys who involved in disgrace the whole class. You also see the difference between a high-minded boy, urged on by a sense of duty to become an informer, and what is meant by a mere tell-tale. Thomas Jones is an informer, and James Harker is a tell-tale. So soon as the latter is discovered, he immediately informs on all who are guilty, in the hope of seeing them likewise punished.

"And now," continued the teacher, "let every boy who blames Thomas Jones for what he has done, hold up his hand."

Not a hand was raised.

"Now, let all who approve of his conduct hold up their hands."

Every hand was raised, and every face looked pleased.

The class was then dismissed; and the offenders left with the teacher, to be dealt with as he might see to be best for their good and the welfare of the school.

Mr. Jones questioned his son that evening about the result of his act, and Thomas modestly told him what had occurred.

"I was very sorry, father," he continued, "to have to expose James before the whole school; and really I felt as if I would sooner be punished myself than see him disgraced."

"I am glad that your heart does you as much credit as your head, my son. In the trying scenes of this life, duty at times sternly compels us to do what we would gladly avoid if it were possible. You were right in desiring to keep unblemished the good name of your school-mates and yourself. Continue, my dear boy, to think for yourself, to take the responsibility of deciding, and to bravely do what you believe to be right. A pure motive, thoughtfulness, manliness, and courage, are nearly akin to godliness."—*Educational Gazette.*

A CARD.

SPRINGFIELD, ILL., *April 4, 1870.*

In the Constitutional Convention, February 21, 1870, as appears from the Convention Register of March 1, 1870, the report of the Committee on Executive Department being under advisement, the following words were uttered:

[1] MR. TINCHER. He (the Superintendent of Public Instruction) is at liberty to go into the book business, perhaps not publicly, but in partnership with every man in Connecticut, in the publication of school-books; and then, going to work with his Superintendents in each county, he gets the books inserted in their schools by some twist of the wrist, and requires the people to change their books every four or six months, as has been the case in many instances. * [2] It has been the custom for anybody to force new books into the schools whenever they desire to do so, and it appears to have begun at headquarters. * [3] While it has not heretofore been regarded as a profitable office, that of Superintendent of Public Instruction, yet I understand a man may go into that office in poverty, and in a few years he becomes one of the wealthy men of the State."

The truth is:

1. I have never received, directly or indirectly, one cent, more or less, nor anything of the value of one cent, more or less, from any author, publisher, printer or agent of any school-book, or series of school-books; nor from any person or persons in any manner connected with or interested in the making, publishing or selling of any school-book or books, for or on account of the giving or withholding of any recommendation, endorsement or approval of any such school-book or books, or any other book or books, nor for aiding, abetting, assisting, proposing or conniving at the introduction or exclusion of any school-book or books into or from any public or private school or schools, or other institutions of learning, in this State, or any other State. Nor have I ever had any connection of any sort or description, public or private, secret or open, direct or indirect, with any author or authors, publisher or publishers, printer or printers, agent or agents, of any school-book or books; nor with any county superintendent of schools, school trustee, school director, or other school officer or officers, or with any teacher or teachers, or any other person

or persons in this State or elsewhere, concerning or in relation to any school-book or books, with a view to profit, or with any other view, or object or purpose whatever.

2. While I am free to express my impartial and unbiassed opinion of the merits of any and all school-books falling under my notice, so far as time and opportunity of examination will allow, and it is strictly right and proper to do so; yet I have never advised or recommended any county, township, city, school district or school in this State, in any manner or form, directly or indirectly, to change any school-book or school-books; nor have I ever conferred with any school officer, teacher, or other person or persons, in any county, township, city, school district or school in this or any other State, concerning the introduction or exclusion of any school-book or books into or from any school in the State; nor have I been interested in, a party to, or even knowing to or cognizant of any proposed introduction, exclusion or change of any school-book or text-book or books, in any school or schools in this State. I have no legal, official, or discretionary authority or power whatever in the matter of text-books in the public schools, and have never claimed, assumed or exercised, or desired or attempted to claim, assume or exercise any official or other authority in relation to the introduction, use or change of school-books or text-books. It is a matter belonging wholly and exclusively to the local boards of education and of school directors.

3. The statements that have been made and circulated may warrant a word concerning my private affairs. I did not "enter the office in poverty," and have not "become one of the wealthy men of the State." What I now have is not more than would have resulted from the investment, at the usual rates, of the sum I possessed when I first entered the office. I have received from the State, for my nine years of service as Superintendent, the sum of \$21,650, and no more, being an average of \$2,405 per annum.

In the same number of the Register occurs the following:

[1] "MR. MOORE. * It is only necessary to refer to the immense amount of money that the Superintendent of Public Instruction has a right to direct and control. * It is all advised and controlled through his office. The sum of money subject to the management of that officer in 1865, was \$3,316,739. In 1866 it was \$4,445,130. In 1867 it was \$5,707,810. In 1868 it was \$6,896,879, and in 1869 it amounted to the immense sum of \$7,201,202, more than the entire revenue of the State of Illinois."

[2] "He has aided in increasing their salaries (of county superintendents) from 1867 to 1869, almost one thousand dollars each. In 1867 the average allowance to these county superintendents was \$1,048. In 1869 it rose to the enormous sum of \$1,924. * , one-half of which is all they ought to be allowed to have." *

[3] "We have \$1,018,158, that is not used for any purpose that they dare report, or that they do report. * There is in the neighborhood of half a million a year that nobody accounts for at all in the reports." *

To the above I remark:

1. Not a dollar of any of the various sums mentioned in the foregoing quotations is in any manner, or to any extent, directly or indirectly, subject to the direction, management or control of the State Superintendent. He has absolutely nothing whatever to do with that money, or any of it, nor any knowledge even, of the manner in which, or the purposes for which it, or any of it, is expended, until the facts are reported to him by the proper school officers, just as other statistics are reported, to be embodied in the State report. It is not until the transactions of the year are completed, and the financial record of each district, township and county is made up, that the State Superintendent knows, or can know, anything whatever about the amount of local taxes levied, the number and cost of school houses built, the amount paid teachers and school officers, or in relation to any other matter or thing connected with the financial management, condition, and expenditures of the schools. The relation of the State Superintendent to all the financial statistics reported to him, is precisely the same as his relation to other statistics, such as the enumeration of children, the number of districts, of schools, of pupils, etc. His whole authority, right and duty in respect to all the statistics pertaining to the school system of the State is to collect them as reliably as possible and then to arrange, classify and publish them in his biennial report, for the information of the legislature and the people of the State. He cannot alter or change any statistics reported to him, and is in no manner or sense responsible for any items of taxation or expenditure reported to him, any more than he is for the number of school children, or of school districts and teachers reported to him. I have never dictated, managed or controlled, or attempted or desired to direct or control or influence the expenditure of a dollar of the school fund, and, as already said, I have never known anything about any such expenditures until they were made and reported to me as statistical information.

2. The average compensation of county superintendents for 1869, was not \$1,924, but \$924, as my original report, on file among the papers of the convention, will show.

3. The State statistical report is made up wholly from the reports of county superintendents, and always includes every item contained in said reports. The reports of county superintendents are wholly made up from those of the township treasurers, never omitting an item contained in the latter. Hence, if there are any school officers who dare not and do not make full and true reports, they must be the township treasurers, who receive, keep and pay out all school moneys of every description. These treasurers are appointed by the trustees, who are annually elected by the people. Twice a year their books and accounts are examined and overhauled by the trustees, who may summarily remove them at any time. They are all under heavy bonds, doubly secured, from the liability

of which our Supreme Court have declared that neither negligence, nor unavoidable accident, nor a felony committed by another, nor anything whatever but the act of God, or the public enemy, can excuse or release them. They cannot pay out a dollar except upon a legal order of the directors, and every such order, to be legal, must state the particular object or purpose for which the money is required. Their reports are based upon these vouchers and other official records and documents. All this renders it highly improbable, to say the least, that these treasurers should attempt, or be able, to leave unaccounted for some half a million of dollars annually. I believe the simple truth to be that the whole excess of receipts over expenditures, in any given year, is in the safe custody of these two thousand treasurers, standing partly to the credit of the eleven thousand districts, and partly as undistributed township funds, awaiting the action of the trustees, protected by official bonds to the aggregate amount of over thirteen millions of dollars, and that every dollar of these funds, is about as safe as human legislation can make it.

I have made these statements from a sense of propriety and duty. I have received repeated and unwonted marks of regard and confidence from the people of Illinois, and I heartily acknowledge their right to scrutinize all my official acts, and my obligation to explain every matter connected with my administration of the important affairs committed to my care, so far as may be necessary or desired. As State Superintendent, I have never knowingly violated, in letter or spirit, any law regulating my official duties, nor done any other act or thing which I have the least desire to conceal or withhold from the public, but have, from the first, to the very best of my ability, devoted my whole heart, and strength, and time to the interests of education. And here I leave the matter, not allowing myself to believe that any man, in the Convention or out of it, wishes to do me an injustice.

NEWTON BATEMAN.

D U T Y.

As the hardy oak is growing,
 Howsoe'er the wind may blow,
 As the untired stream is flowing,
 Whether shines the sun or no;—
 Thus, though storm-winds rage about it,
 Should the strong plank, Duty, grow—
 Thus, with beauty, or without it,
 Should the stream of being flow.—*D. F. MacCarthy*

GENERAL FACTS.

The following facts are approximately true, sufficiently reliable, at least, to give pupils a general idea of the topics treated, and they may be made the basis of a series of short profitable talks by our teachers also :

There are on the globe 1,288,000,000 souls, of which—

360,000,000 are of the Caucasian race.

552,000,000 are of the Mongolian race.

190,000,000 are of the Ethiopian race.

176,000,000 are of the Malayan race.

1,000,000 are of the Indo-American race.

There are 3,642 languages spoken, and 1,000 different religions.

There yearly mortality of the globe is 33,333,333 persons. This is at the rate of 91,554 per day, 3,730 per hour, 62 per minute. To each pulsation of the heart marks the decease of some human creature.

The average of human life is 33 years.

One-fourth of the population dies at or before the age of 7 years.

One-half at or before 17 years.

Among 10,000 persons, one arrives at the age of 100 years, one in 500 attains the age of 90, and one in 100 lives to the age of 60.

Married men live longer than single ones.

In 1,000 persons, 95 marry, and more marriages occur in June and December than in any other months of the year.

One-eighth of the whole population is military.

Professions exercise a great influence in longevity. In 1,000 individuals who arrive at the age of seventy years, forty-three are priests, orators or public speakers, forty are agriculturists, thirty-three are workmen, thirty-two are soldiers or military employees, twenty-nine are advocates or engineers, twenty-seven professors, and twenty-four doctors.

Those who devote their lives to the prolongation of that of others, die the soonest.

There are 336,000,000 Christians.

There 5,000,000 Israelites.

There are 60,000,000 Asiatic religionists.

There are 190,000,000 Mohammedans.

There are 300,000,000 Pagans.

In the Christian churches :

170,000,000 profess the Roman Catholic.

75,000,000 profess the Greek faith.

80,000,000 profess the Protestant.—*Journal of Education.*

“ They say I am growing old because my hair is silvered, and there are crow’s feet upon my forehead, and my step is not so firm and elastic as of yore. But they are mistaken. That is not me. The brow is wrinkled, but the brow is not me. This is the house in which I live. But I am young ; younger now than I ever was before.”—*Dr. Guthrie.*

THE ART OF SECURING ATTENTION.

BY R. G. PARDEE.

Every one will acknowledge the indispensable necessity of a teacher's securing good attention. By attention we mean "fixity of thought, steadiness of mind."

1. Says Mr. Fitch: "Attention is—1. An act of the will. 2. It is the one of the mental faculties which is most under our control. Therefore the degree of attention we give depends upon our disposition, and is therefore largely a matter of discipline; and other things being equal, that teacher will gain the best attention who has the most personal influence, and who is looked up to with the greatest respect." (Teacher! is your character, conduct and manner such as will entitle you to respect?) "3. Attention is a habit. If truly given, every day it becomes the easier. And every day we listen languidly to a lesson or sermon, the habit of inattention is strengthened.

2. Attention is prompted by a deep and earnest interest in and sympathy with the child, as well as for him. We must enter into sympathy with him, so as to understand his nature, his weaknesses, and his trials, and make all due allowance for them.

3. If the teacher would secure attention, he must be accurately and abundantly prepared; for no teacher can teach all he knows, and the moment a teacher approaches the limit of his preparation, he shows his weakness and embarrassment, the child detects it, and he is gone.

4. Improve well the circumstances which surround the daily life of the child, for you must here gather your best illustrations. Teachers can do this if they are industrious, and will keep their "Sunday-school spectacles on."

5. Give the children frequent change of posture to relieve them. Study to do this especially in infant classes. Give much freedom of motion and gesture to the little ones. If they speak of God and heaven, let them point and look upward in harmony, and thus teach them in a reverent manner to act out their words and feelings.

6. Simultaneous reading and making of ellipses, leaving the children to fill in a word at the close of the sentence or lesson, will aid in securing attention.

7. Recapitulation is very important to gain the attention. The scholar must give attention to be prepared for the expected review. Therefore always ask in detail, in order to see that all is understood. No child or man ever takes pains to grasp a subject, so as to fasten it on his memory, unless he expects to be called upon for it, or in some way to find use for it hereafter. We cannot retain in our minds isolated or abstract knowledge. Todd beautifully says: "Ask a child if he knows what whiteness is, and he will tell you no; ask him if he knows what a white wall or paper is, and he knows at once. Ask him if he knows what hardness is, and he will only stare at you; but ask him if he knows what a hard wall, or hard hand, or hard apple is, and he will tell you at once." Connect the lesson with previous knowledge, and take great care to sustain the lesson with abundant resources; for if it is once lost, it is a very difficult thing to regain it on the same lesson.

S. Pictorial power. Word-painting by the aid of the imagination and ample details; the power of describing scenes and incidents, so as to appear real to the child's imagination, will assist you in gaining his attention. If you will dwell on all the little details of a fact clearly, you will be graphic in picturing it out in words; and without these details, the teacher may sometimes be very graphic with children, even in the simple act of reading with suitable emotion, emphasis and action. Said a little girl, "Oh father, Mr. F., the minister, read the 21st chapter of Revelation in church to-day, and it was just as if he had taken a pencil and paper and pictured it right out before us." It is St. John's elegant description of the Holy City.

9. Avoid a stereotyped or routine mode of teaching. If ever so good, strive to improve it; vary it and freshen it up in some way, and thus keep each child expecting something.

10. Awakening curiosity. Archbishop Whately says: "Curiosity is the parent of attention; and a teacher has no more right to expect success from those who have no curiosity to learn, than a husbandman has who sows a field without plowing it." Duly regard their love of approbation by cherishing their self-respect; and if you would retain attention, patiently cultivate their inquisitiveness, for it will prove one of the grateful rewards for your kindness. Says an old writer: "The general occupation of infancy is to inquire. Education directs their inquiries." Therefore bear patiently with your little ones, and answer all their endless questionings. Do not rashly check the rising spirit of free inquiry with an impatient word or frown. Says the poet:—

"Answer all a child's questions, and ask others as simple
As its own, yet wisely framed
To waken and prove the young child's faculties,
As though its mind was some sweet instrument,
And you with breath and touch were finding out
What stops and keys would yield the sweetest music."—*Selected.*

TO MAKE CHILDREN THINK.

At the Teachers' Institute, recently held in Providence, the following question was proposed by one of the teachers present:

"My pupils do not think. What shall I do to make them think?" This complaint and inquiry appears in its most expressive form, just as it comes from the lips of the teacher, who

"With strained and tired nerves,
With weary and aching head,"

Has been trying almost vainly to instill a few valuable thoughts into the mind of some pupil whose attention is preoccupied. The inquiry is a difficult one to answer. What would prove successful in producing satisfactory results in one case, might be of little avail in another. Pupils, as well as teachers, have different dispositions, and are affected in different ways. Various theories might be presented, the practice of which would at least seem sufficient to obviate any difficulties which might arise in regard to thoughtless pupils. But actual experiences which have proved successful, we believe will be more heartily received than untried schemes. We heard

this same question asked years ago by an experienced teacher; and when the suggestion was made that she should win the attention of her class, by telling them stories in connection with the lesson, or calling upon individuals in the class to do so, her answer was, "What shall I do with the boy who does not care about the rhinoceros?" In this instance the study under discussion was geography. Now, in many instances, this question is asked with no intention of being benefitted by a reply. The teacher may have tried the plan once, and becoming irritated by the failure to engage the attention of some indifferent pupil, determines to confine herself to the book, and force the scholars to commit the words by penalties for failures; and so the school-days pass. Such a decision imperils the teacher even more than the pupil; for under present customs and arrangements (in the country by change of teachers, and in the city by promotions,) the scholars change teachers so frequent as to secure a variety of talent, while the teacher who has resolved to confine herself to the text-book, has fixed for herself a routine which will be almost insufferable. Some teachers we know, by the judicious dropping of facts accumulated by their own reading, have been able to elevate the taste for reading among their scholars, and to set them upon a track of perusing such books as would be intensely interesting even to the teacher; and with all their varied tastes, the items called out from the class can scarcely fail, in process of time, to interest the most indifferent. Buy some interesting book, if you have not a school library, and sacrifice it to the wear and tear of the school-room. You will be amply repaid by acquiring the information yourself, by hearing it reiterated in the school-room, instead of having it nicely bound between two covers and standing untouched in your library or on your parlor table. Most children are fond of novelty. Nothing is better adapted to keep their attention than constant change. The dry details of any branch of study soon become irksome to them. They are wont to let things pass through their minds, rather than to think of them. They become satisfied with seeing or hearing what is said, without going farther. Let each recitation be conducted with much oral instruction, animating them with choice facts and pleasing incidents, interspersed where circumstance requires or opportunity affords. Accustom the scholars to study systematically. Often read to them, or require them to read, and induce them to express the thoughts of the author in language of their own construction, kindly correcting mistakes in thought, and encouraging the pupils to farther efforts by due praise and commendation, and you will have awakened a new impulse to thought, that will grow and strengthen as you feed and nourish it.—*R. I. Schoolmaster.*

TO TRAIN A CHILD.

A little tract issued for distribution by the Ladies' Sanitary Association of London, gives these wise suggestions for the nurture of children in health of body and spirit:—

1. Never refuse a thing if it is harmless, but give it, if you are able, without delay.

2. Never give anything because it is cried for, that you have refused when asked for.

3. Be careful to observe real illness, and avoid causing bodily uneasiness from over-clothing, or cold, or unwholesome food, such as candy, sugar-plums, sour fruit, or giving buns or cakes to quiet the child.

4. Avoid false promises. They are sure to be found out false.

5. Avoid threats of all kinds. If believed, they make children timid, and injure both mind and body; if not believed, they are useless. Such threats as bogie, policeman, and black-man, are sure to be found out to be false, if the child lives.

6. Never say anything untrue to a child.

7. Do not wreak your own bad temper, or visit your own feelings of fatigue and trouble on children, by being severe with them, or by saying, "You shan't have it," or, "I won't give it to you," when there is no reason for refusal, except that you are yourself tired, or in trouble, or out of sorts.

8. Avoid giving orders, such as "Stand still," "Go on," "Hold your tongue," "Put it down," etc., unless you really mean that you should be obeyed; and the fewer orders you give the better.

9. Neither give too much pity, nor yet be severe and unkind, when a child tumbles down or hurts itself.

10. Do not worry a child. Let it alone, and let it live in peace.

11. Teach it early to play alone, and amuse itself without your help. Let it alone, is a golden rule nine cases out of ten.

To sum up all in a few words, try to feel like a child; to enter into its griefs and joys, its trials and triumphs. Then look forward to the time when it shall have numbered as many years as you have seen, and pray for help and strength to do your duty by it. You may fail, as we all may; but if you sow the seed with humility and faith, you will have done all that is permitted to us imperfect creatures; and if you have reared up a cheerful, loving, truthful and brave spirit, in a healthy body, you have been working with him who told us it was "not the will of our Father in heaven that one of these little ones should perish."

TEACH THE TRUTH.

Not every teacher is aware of the importance of teaching children the truth. Few realize the extent of the injury they inflict on their pupils, on themselves, and on humanity, by failure in this particular.

In speaking of truth here and now, allusion is not so much made to moral or religious truth, as usually understood, though its importance is fully recognized, as to a simple, more unquestioned, more easily attained, and it is feared more frequently disregarded truth, with which every teacher deals every day—the material truth communicated in every recitation.

No matter how unfavorable may have been the child's antecedents, his estimate of the teacher's ability is formed by what he sees, hears and experiences. Thus, is seen how, among pupils subjected to every variety of outside influence, a teacher may earn a very uniform reputation for firmness, decision, kindness, accuracy, earnestness or goodness, as the case may be.

There is a wonderful power in accuracy and truthfulness, to attract and influence children. No child is so depraved but that he will respect the

teacher in whose every statement he has learned to place implicit confidence. Few children are excellent enough to retain much respect for a teacher detected in errors which amount to a kind of untruthfulness. Hence, to secure his own ease and comfort, if for no higher motive, the teacher should aim at strict accuracy and truthfulness in every revelation that he makes.

But there are greater advantages to be attained by the observance of this suggestion. The scholarship of pupils thus taught, will be accurate and reliable. Their habits of thought, and their ideals of duty will render possible a high degree of culture; and, because children do not remain stationary, but continually acquire theories, practices, and habits of some kind, if advantage be not taken of this principle, faulty theories, unprofitable practices, and bad habits will be adopted. Negligence here produces woeful results. It is sad to think of the bitter, cruel disappointment that it inflicts—the confiding, saving faith, that it shatters—the cold, sneering levity and barren skepticism that it generates.

If these things be true, no hortatory paragraph is necessary to impress upon those whom it concerns, the requirements of DUTY. Its voice utters no uncertain sound. It urges us, as we prize a peaceful conscience for ourselves, and accurate scholarships and practical morality for our pupils, *to teach the truth.*

EIZNIK.

WATER.

BY DR. J. A. SEWALL.

Water is a fluid that exists in great abundance, both on and in the earth, and in the things upon the earth. It is four-fifths of the weight of the vegetable kingdom, and three-fourths that of the animal. It is essential to the continuance of all organic life. It is composed of two gases, oxygen and hydrogen, eight parts of the former to one of the latter (by weight.) It dissolves gases in various proportions; ammonia, seven hundred times its own bulk; carbonic acid its own bulk or volume; therefore there is in nearly all water, more or less of these gaseous matters. They give to water its sparkling appearance, and agreeable flavor. When water is boiled, these gases are driven out, and the liquid becomes insipid.

Rainwater, which has passed through the porous soil and strata of the earth, dissolves such portions of its soluble materials as it meets with. The amount of mineral matter thus dissolved, varies greatly, from 1-20th of a grain to 20,000 grains in a gallon.

Common spring and well water contains from ten to sixty grains to the gallon.

The well water of our State is nearly all surface water—that is, water that has passed through the more porous soil, and has been arrested by the more compact layers below. When a well is sunk the water finds its way into the hole in the ground, thus furnishing us our drink.

As the water filters through the soil, it dissolves more or less of the mineral matter with which it comes in contact, as well as organic matter. The latter is particularly bad or unhealthy.

John (you know *John*, Mr. Editor,) took a bottle of well water into the laboratory, and interrogated it as to what it contained. On adding nitrate of silver it yielded a copious precipitate of chloride of sodium, common salt; oxalate of ammonia revealed quantities of lime; chloride of barium showed marked traces of sulphates; lime found carbonic acid; sulphuretted hydrogen gave indications of iron; carbonate of soda revealed large quantities of magnesia; white terechloride of gold brought out a mass of organic matter, of all sorts, a regular soup.

John said he believed that the water was *dirty*; though it appeared perfectly clear and transparent, it was full of dirt. So I think that if folks will *drink well water* they must drink *the dirt too*.

EDITORS' DEPARTMENT.

With this issue the sole proprietorship of THE SCHOOLMASTER is assumed by JOHN HULL.

With this issue Mr. I. S. Baker, Principal of the Skinner School, Chicago, is formally announced as joint editor with Prof. Stetson, of the Normal University.

THE SCHOOLMASTER has met with a favor and a pecuniary success unexpected by the Publisher, and gratifying in the highest degree.

With two such aids in the editorial work as Prof. Stetson and Mr. Baker, it is safe to promise that THE SCHOOLMASTER will be second to no educational journal published.

Thanks are extended to all who have assisted THE SCHOOLMASTER.

JOHN HULL, Publisher.

"WHAT do teachers read?" The question was asked of us not long since, and we found it impossible to reply directly. It became necessary to recall the different ones with whom we were acquainted, and to weigh their motives, their actions, and their practices, before a reply could be ventured. While thus reflecting, my interrogator continued: "Do they advance as much in their profession as business men in their trade? Are they as eager to seize upon every item of intelligence that can be used in their work? My observation has been that a great majority of them teach because nothing else pays them so well, and do not try to rise to the true dignity of their calling, but are satisfied apparently to plod along in the routine of the school room, simply turning the crank. A business man reads everything within his reach that treats of his trade; converses with others respecting the laws of commerce; the influence of political ideas upon trade, and the conditions of society that create a demand for merchandise of one kind or another, and thinks of plans and ways and means to enlarge his business and facilitate its operation. Competition is so strong that he must prove to the trading public that he can serve and suit them best. The teacher seems often to look on, taking no part in the progress of ideas, aiding no cause, but simply teaching his few pupils the narrow ideas of a few books. We have seen multi-

tudes who do not think of reading any educational literature, whether in the form of book or pamphlet, or of subscribing for any educational magazine, but whose reading consisted of a few sensational, dreamy stories that dissipate every concentrated effort, and make weak infants instead of strong men and women. I tell you, we want strong character in our teachers. The education received by contact with a noble, full soul, is worth infinitely more than all the parrot teaching that can be done in a millenium of years."

We were obliged to admit much of this as truth, and felt humbled and saddened in consequence. One thought sorely oppressed us: what will be the future of the generation instructed by such teachers as are described above? A responsibility rests somewhere—the future will be very nearly what we make it. Shall we not, then, work more definitely than hitherto, completing and rounding out our characters by reading, conversation, study and thought? Shall it not be said of us, in after years, by our pupils, he shaped my habits of thought, my industry, my motives, my life-work, and I can never be too thankful for it? Happy is the teacher whose pupils thus remember and bless him.

WE are glad to notice the high estimate placed upon the influence of teachers by the *Advance*. In an article entitled "Education—Physiology—Morals," it speaks of schools as being the medium through which reform must come for two most prominent evils of the day—intemperance and licentiousness. It thinks the key of the whole matter is in the hands of the teachers, that these destructive habits may be so shown to pupils as to drive them forever from them. It says, in a closing paragraph, "We entreat our educators to take this whole matter into the most serious consideration. It is no question of the mere expediences, but of the necessities of youthful training. There is guilt in past omissions. We have no right to be thoughtless on such such grave matters. It is both absurd and wicked to provide schools, and then to omit these essential branches of study. Let the subject come up for discussion in teachers' conventions, boards of education, normal schools, and other gatherings of those interested in the physical, intellectual and moral welfare of the young. *It is time to do our duty!*" We commend, for most part, the sentiments in the article, but are not convinced that the *whole* responsibility rests upon the teacher. Parents surely have much to do in begetting in their children noble or depraved tendencies, and it is well known that even before school age many children are precociously immoral. Whose ears have not been pained, when passing a group of small boys at play, at the profane and maturely vulgar language that seemed to flow so naturally from their tongues? This is only a revelation of their moral condition, and is some indication of the herculean task of the teacher who conscientiously combats it and endeavors to implant purity. This sin of imaginative sensuality is alarmingly prevalent among children in most schools, from the youngest to the oldest, and one who has studied its effects in the countenance and the mental action, will need no confessions to enable him to designate the army of sinners. It is seldom that a child will admit any wrong either in thought or habit, but close scrutiny will reveal more than tongue dare tell. There is nothing that so undermines the character, that brings in its train so many evil consequences as this, and yet neither teachers, nor parents, nor pastors,

dare attack it, but passively await or indirectly attempt to shape the result. The *Advance* does well to speak plainly to teachers, but ought not parents to get a word now and then? Ought not ministers be urged to battle with the monster? Teachers alone can effect but little. United, pastors, parents and teachers may accomplish wonders. We hope parents will not flatter themselves that their children are spotless, for many things can be told by an observing teacher or close observer, that would make them blush for their offspring. We believe this sinful habit to be the prolific mother of a troop of others which follow in due time, and by removing this we will rid future society of much that is now revolting.

THERE seems to be a growing desire on the part of many, to make German one of the common school studies. The argument for this is the increase of German population. We need the language for commercial purposes, and the acquisition of it introduces its possessor into a world of thought and sentiment otherwise inaccessible, and gives greater breadth to his culture. Granting that the necessities of trade require the language in question to some extent, would it not be quite as well for Germans to learn English as Americans to learn German? Would not the interests of commerce in this country be far better served by the latter course? But our aim is to notice another point. There are many, perhaps a large majority, of intelligent Americans who cannot utter nor write, much less appreciate, a good English sentence. Suppose they study some language which enters very slightly into the construction of their own. Having, all their lives, thought and expressed themselves in their native tongue, they will of necessity continue to think in that tongue, and if not expressed in it, the thought must be translated into the required language. The expression then is a translation, and as they do not understand English sentence well enough to use it accurately, they translate an imperfect sentence into another language whose idioms they do not understand so well as their own. We cannot, therefore, see wherein that language can introduce the mass of people into a broader field than they find in their own tongue. Their English is not benefitted by it, their knowledge of linguistic structure is not beneficially enlarged, and no great advantage is gained. But suppose they study some language that enters very largely into the composition of their own, many of whose idioms and structures have been transferred to it, and whose words have become the root of thousands in it, would they not become better able to appreciate a good sentence, and to express their own thoughts and sentiments in words fitly chosen? It is impossible even to know the full scope of a thought until the sentence by which it is expressed is understood. Should we not then study that which will at once give us both the words and the structure we need? If this be true, the study of German will not be so valuable to Americans as the Latin, which forms so large a part of our language. Hence, when pupils have acquired sufficient knowledge of English to use it with tolerable accuracy, give them Latin as long as it would be necessary to learn to read German with comfort, and we will not see nor hear the uncouth English we now witness, but they will have attained a much greater culture than could have been reached by the study of any other language. For the intellectual benefit of the American pupils, it would seem that Latin and not German should be introduced into the schools.

WE are glad to have been the humble means of a discovery to the Chicago correspondent of the *Teacher*. He is inclined to ridicule the idea of a "Chicago system," and of its having "centre and circumference." There is a system of schools here, and it is unlike any other except those modelled after it; hence it is a "Chicago system." The high school is the focus, the central point, that toward which all *scholastics* direct their eyes and attention. The system cannot be touched even in its remotest point, without affecting it; the entire area of the educational field is covered with guide boards marked "To High School, — years," and standing by each is a sentinel crying it aloud, lest any pass without being fully informed of or inspired by it. It was therefore called the "centre and circumference." But what about "pedagogical circles?" The only one known to the writer in the *Teacher* is a "voluntary Principals' Association," etc. He seems to think there can be no pedagogical circle that is nameless—no social intercourse of teachers with each other, or without society. We hope we shall be the means of causing another discovery. What teacher has not been, and is not questioned in every conceivable way by anxious ones, about the class in her school preparing for the High School? Who has not heard teachers, school officers, and patrons, discuss the prospects of the class in question, and the whole school, as a general thing, to be shaped to a required form and size for High School use? We confess to have heard it *ad nauseam*. It does seem to us, therefore, that both teachers and pupils become narrowed by working on so small a plan. But the writer thinks such motives legitimate, and admits that it is used with first-grade pupils. "This motive," he says, "is just as pure as is the Christian's for living a holy life that he may gain heaven." We think so, too. It has always been our belief that such a life—we will not say Christian or holy—is one of supreme selfishness, and is broader than the narrow limits of its selfish nature, and we often seriously doubt whether such selfishness will be crowned with the life that holy and Christian principle is crowned with.

It is reasonable to suppose that the few who enter the High School are a fair average of those who are instructed in the different schools. We have only to ask those who teach the graduates of the first grade, what degree of mental development is found in them, to learn that something beside the knowledge of a few rules or formulæ, or the multiplication table, is necessary to make scholars. It is possible to show *many* examples of stupidity caused in whole or in part by poor teaching. Every method that stops inquiry on the part of the pupil, that simply stuffs the mind, is wrong, and it is not impossible to see such methods in Chicago. There is very much to commend in the schools, the cheerful spirit, the respect pupils pay to all teachers in their respective buildings, the attention given to the correction of bad and the formation of good habits, and many other things, and when a few practices are improved and corrected, there will be no reason why Chicago may not stand pre-eminent in the excellence of her educational work.

WE are glad that school-book publishers have opened their eyes to the growing evil of excessive competition which has prevailed throughout the North and West. At a meeting held in New York on the 9th of February, 1870, they delivered themselves of some startling facts among which we find

the following: "But the 'lavish expenditure of money, and the 'local agency system,' are corrupting the teachers of the country, the retail book trade, and *all* connected with the subject of education."

Probably no one knows better than the publishers themselves how much money has been expended in corrupting teachers and others connected with educational matters. We have often heard of places being taken or lost for certain houses, when the interests, as expressed by teachers and those most directly affected by the results of a change of books, have demanded something different. We admire the honesty of the publishers in their frank avowal of the expenditure of money, and wonder who was most penitent. It would now be refreshing to hear from those on whom money has been expended, and we presume the public would be pleased to act as father confessor for a season for this purpose. It is expected, however, that men who labor only for a consideration, who occupy positions on boards of education only for the purpose of becoming interested in jobs, and whose highest aims are pecuniary or political emolument, will sell themselves to the highest bidder. But what shall we say of those teachers who have been corrupted by the money of publishers, or of anybody else? No word of censure that we can utter is strong enough to express our views of such depravity among teachers. Whoever else is marketable, they should be beyond purchase. But publishers know to whom they have paid money, as well as how much, and we cannot deny their confession. We hope that this will be a note of warning to teachers, and that in their every motion and action they will consider the highest good of their schools. If they wish to elevate their profession, and make those who come after them occupy a higher social, political, and honorable position, they must refrain from everything that savors of unsoundness. Let that belong exclusively to other business.

Another point in this deliverance. They say, "Upright and honorable publishers cannot, on sound business principles, or moral ground, longer justify these corrupting practices, and we believe it only requires a full and careful consideration of the subject to bring about some remedy."

We wonder when such practices ceased to be justifiable. If ever just, why not now? If now corrupting, why not when inaugurated? If the principle be wrong, why did they practice it at all? If right, why not continue? And then see the paradox—men who have been spending their money in corrupting "*teachers, and all connected with the subject of education,*" now say that on "*moral ground they can no longer justify it,*" etc. Well, we are heartily glad of their conversion, and if confession is an evidence of sincerity, we believe they have spoken the truth, and hope there will be no "falling from grace." But a man's faith is shown by his works, and if they *will no longer* tolerate such practices as they have authorized, we shall have high hopes of the future of educational interests. We cannot but wonder, however, what the cause is that has produced this conversion. It is barely possible that, having grown fat by means of the system, a great number have followed the example, and the prospect being that to grow larger they must prey upon each other, they wisely conclude to do a legitimate business hereafter. Money is wiser than conscience, and at any rate more imperative; hence, on the 16th of March, 1870, the publishers again met in convention at New York, and after a three days' session, organized a Board of Trade, determined that the retail prices of school books should be fixed by the re-

spective publishers, and decided to withdraw all field agents and commission accounts on or before July 1.

We give these publishers our hearty thanks. They have done what is best for the public, and we hope it will best also for themselves. The frequent change of books in most schools has worked injuriously to the teacher and pupil. Now the interests of the schools only will be considered, and books to supply an actual want will be ordered. Teachers and school authorities will have opportunity to examine books and decide for or against them according to their merit or demerit, without prejudice, or undue pressure, or coloring. The whole educational fraternity will draw a long breath of relief.

We hear it currently reported that this distinguished explorer and estimable gentleman, who is about completing his brilliant career as public lecturer for the season, is strongly urged by his friends to allow his name to go before the people as a candidate for the office of Superintendent of Public Instruction.

ILLINOIS SOCIETY OF SCHOOL PRINCIPALS.

The second annual meeting of the society of School Principals will occur at Chicago on Wednesday, Thursday and Friday, July 6, 7, and 8. Miss Elizabeth Peabody, of Cambridge, Mass., will present the subject of Kindergarten Schools, at length. The committee have arranged that much time can be devoted to each subject. Close and pointed discussion will follow each paper. The spirit of the Institution is such that its members expect earnest work during the session. The zealous teacher who has or expects to have the organizing and controlling of a system of schools can expect to gain by listening to and participating in the discussions.

"Special teaching," "school accommodations," "school records and reports," "drawing," and "vocal music in the schools," and "ought text-books to be furnished at public expense," are some of the subjects to be presented.

Ira S. Baker, Skinner School, Chicago; E. A. Gastman, Superintendent Schools, Decatur; C. E. Smith, Principal Schools, Dixon; E. W. Coy, Principal High School, Peoria; Professor E. E. Whittemore, and Miss E. F. Currier, Chicago, will initiate the several discussions. Dr. R. Edwards, Normal; Prof. W. A. Jones, Terre Haute; Prof. W. Wilkie, Oak Park; Rev. Edward Eggleston, Chicago; Dr. Samuel Willard, Springfield; Hon. J. L. Pickard, Chicago; G. D. Bromell, Chicago; P. R. Walker, Creston; Henry Ruliston, Durand; Dr. J. A. Sewall, Normal; C. P. Hall, Granville; Supt. Maltbie, Geneseo; Supt. Bemis, Rock Island; J. W. Thomas, Dixon; Prof. Barney, Charleston; W. F. Bromfield, Mendota; Alfred Kirk, Chicago; H. H. Smith, Alton; O. T. Snow, Batavia; G. G. Alvord, Freeport; J. W. Cook, Normal; Matthew Andrews, Macomb; T. H. Clark, Ottawa; W. D. Hall, La Salle; Edwin P. Frost, Springfield; Jno. L. Atwood, Onarga; A. J. Sherrill, Belvidere, with a few others, have been assigned each one of the subjects for discussion. As THE SCHOOLMASTER goes to press nearly all have returned answers signifying their intention to be present and take part.

Immediately following the remarks of announced speakers members will join in general discussion. Programmes in detail, announcing place of meet-

ing, etc., will be ready for distribution about the 15th of May, and sent to all members. Principals and others interested can obtain them from the Executive Committee : Aaron Gove, Normal ; Jas. H. Blodgett, Rockford, and Henry L. Boltwood, Princeton. It is likely special hotel arrangements will be made ; if so see programmes.

The officers of the Society are—President, W. B. Powell, Aurora ; S. M. Etter, Secretary, Bloomington ; and H. O. Snow, Batavia, Treasurer. They will be glad to correspond with School Principals and others relative to the Society. The Treasurer will enroll names as members upon application.

COMMITTEE.

It is with pleasure that we give place to the following correction. The comments referred to were based on what seemed to be a reliable report of the proceedings of the Convention. J. H.

PRINCETON, ILL., March 12, 1870.

MR. HULL :—I was exceedingly surprised to find myself reported in the January *Schoolmaster*, as a strong advocate of the self-reporting system. I strongly disapprove of it and my system presented to the Association was a *self-registering* system, intended to save the teacher the labor of filling out the monthly report cards. The marks in everything are given by the teacher, and recorded in his book. The scholars record these marks upon their cards, and return the cards to the teacher for inspection and comparison before they are sent to the parent for signature.

Respectfully,

HENRY L. BOLTWOOD.

EDUCATIONAL INTELLIGENCE.

CHICAGO.—One year ago the number of teachers employed by the Board of Education was 471 ; now there are 535, and by reason of the establishment of new schools, the number by the end of the year will have reached 600.

The number of pupils enrolled for March was 28,290 ; average number belonging 26,229.7 ; average daily attendance, 25,071.4 ; per cent. of attendance, 95.6 ; number of tardinesses, 6,425.

The current school expenses for the year ending April 1, 1870, amounted to nearly \$550,000 or about \$20 per pupil. New York pays about \$3,000, 000 annually for her 105,000 pupils, or nearly \$30 apiece, and gives them no better instruction than Chicago gives hers.

At a meeting of the Principals' Association held April 9, some remarks were made concerning the examination of the highest primary grade, to the effect that it is the design of the Superintendent to promote to the grammar department all pupils whose averages reach or exceed the standard required for promotion, the object of this examination being to unify the primaries. One member objected to the promotion upon this examination, believing that each principal should examine and promote all pupils who come to his school, and quoted the rule respecting promotions to substantiate his position. He also claimed that the primaries are graded as uniformly as the grammar schools which they feed, and the same argument which causes promotion

from the highest primary grade to the grammar department by any one else than the principal, would take all promotions out of his hands.

Two or three forms of analysis of English sentence were presented, one by Mr. Sabin of the Newberry school, which was plain, simple, and concise, and well adapted to sentences of every kind; no plan was adopted, but the question was tabled.

The annual examination of the grammar department occurred on the morning of the 14th of April, and passed off very pleasantly. The subjects of examination were arithmetic, geography and grammar. Ten questions in each of these branches were printed on a sheet of paper, and one given to each pupil, the time for answering the whole being two hours and a quarter. The pupils examined appeared to enjoy the ordeal, and many said the questions were easy. One feature attending the examination seemed to puzzle the pupils considerably. It was supposed that most of the classes in the grammar department were to be examined, but the principals were not allowed to know what classes would be examined till fifteen minutes before nine on the morning of examination, thus necessitating all pupils to go to their respective schools, two-thirds of whom had to return immediately home. It would have been much more satisfactory if the classes had been informed the day previous.

The primary grades were examined April 19, and the more sensible plan of informing the principals the day before what classes would be examined was adopted.

At a meeting of the Board held recently, a motion was passed inquiring into the expediency of introducing German into the Haven and Skinner schools. Of course, it meant that if a fair proportion of the pupils of either or both of the schools should elect to study it, teachers would be provided to teach them in the schools.

At the same meeting, the condition of some of the new unfinished buildings were commented on, and said to be in danger of partial destruction. It is to be hoped that those whose duty it is to contract for and watch the progress of these structures will not become so forgetful of others that they will set traps for the children and teachers who will occupy them.

For several years not a spring has passed that did not witness a book war, and it is now looked upon as a natural phenomenon. The agents of the numerous publishing houses are busy giving sight to the blind, knowledge to the ignorant, and decision to the indifferent, and doubtless often show and explain their books in so intelligent a manner that excellencies, otherwise unseen, are rapidly perceived or discovered. For example, we heard, a year or more since, of a series of books so far superior to ordinary ones, or any other, that teachers could not teach them with success without special preparation. That is, we suppose, the principle on which they should be taught is so different from the principles of instruction generally, that teachers would be failures without special instruction in the use of the books in question, and their adoption was urged as a means of elevating the work and the fraternity of instructors. It is said that the same argument is now repeated, as though it were not evident that the better the teacher the less the need of any books at all, and the poorer the teacher the greater the necessity for the

best books. The same argument is also advanced, it is said, to explain away the objections of very many teachers to some other books now in use, those advancing it being evidently blind to the drift of their own reasoning, and forgetful of the imputation thus made against the competency of teachers whose reputation is second to none in the country, and also against the judgment of the Superintendent and Board who employ them, unless the object of schools is to provide places wherein *books* shall be taught. If such a change be damaging to teachers, much more is it to the school authorities, whose combined wisdom has selected and appointed so inefficient a corps of teachers. The most obvious explanation lies in the fact that we have good results in spite of text books, and that the excellence of a majority of the teachers has supplemented the books, and the dislike arises from the great labor required in this supplementary work.

BOONE COUNTY.—The County Teachers' Institute met in the Union School Building, North Belvidere, Monday, March 28th, and closed Friday evening, April 1st. Mr. E. C. Hewett, of Normal, took charge of the Institute during the first part of the session, and Mr. D. S. Wentworth, of Englewood, the last part. About one hundred teachers were in attendance. The meeting was profitable and interesting. County Superintendent Durham is doing a good work in Boone.

CHRISTIAN COUNTY.—County Superintendent Gorrell writes us that a County Normal School will be opened under his charge in Taylorville on the 20th of July next. Counties cannot expend money in any way that will give them better returns than will good County Normal Schools.

PIKE COUNTY.—From Supt. Pike, of Pittsfield, we have the programme of the Pike County Institute, held in Pittsfield, March 14th to 18th. The exercises were very interesting throughout. Some seventy teachers were in attendance. THE SCHOOLMASTER was not forgotten.

THE author of one of our most popular arithmetics states, that whereas he has frequent applications from teachers for a key, with a single exception these applications have all come from within the limits of New England, notwithstanding the fact that the circulation of his book there is to its circulation West about as one to ten. Is not this a compliment to western pluck, and rather a reflection on the so-called mothers of pedagogues?

It is surprising how frequently some fragments of azoic formation crop out in the now-forming strata of education, by reason of some convulsive upheaval on the part of some pedagogical fumerole long since deemed extinct? As a specimen, take the following problem from a recent school journal:

"Two men engage to dig a trench one hundred yards long for \$100. They begin at opposite ends, one man working at the rate of $87\frac{1}{2}$ cents per yard, and the other at the rate of $\$1.12\frac{1}{2}$ cents per yard, how far must each dig to earn \$50?"

Now, the most cursory examination of this fossil should convince one that it is "neither fish, flesh, nor good red herring." It was a favorite resort of the arithmeticians of years ago to devise problems whose conditions though absolutely incompatible should not immediately appear so the uninitiated. This is a feeble attempt in that direction. The editor astutely appends

the statement: "We have also received the following problems which we publish, but do not propose to waste space by giving their solution."

We are thankful. We do not wish to see his entire number devoted to the solution of an unsolvable problem. The prognosis, however, in this particular case might be interesting, as the disease seems to be a sort of intermittent epidemic.

NEMO.

SCIENCE FOR WOMEN.

In his work upon Female Education, entitled "*L'Education des Filles*," Fenelon has this passage: "Keep their minds as much as you can within the usual limits, and let them understand that the modesty of their sex ought to shrink from science with almost as much delicacy as from vice."

Verily, the world has moved a little since since this wise utterance of one of the best of men, and truest of teachers. Fenelon died a century and a half ago. Is it not just possible that the worthy souls just now so much exercised to keep women in their proper sphere, may, one day, be laughed at as we now laugh at Fenelon? Keep one eye open to the "all hail hereafter," good friends!

THE deep sea dredgings of British naturalists, last summer, show most important results. Of the numerous species of molusea found, fifty-six had not been described, and eight were supposed to be extinct as tertiary fossils. These living species, known hitherto only as tertiary fossils, are a matter of great importance to geologists, and probably indicate that chalk is in process of formation at the sea bottom, in certain localities.

BOOK NOTICES.

Youth's History of the United States. By JAMES MONTEITH. A. S. BARNES & Co., New York and Chicago.

We notice in this work, first: The arrangement of matter in the catechetical form; second, the introduction in the body of the work, of maps illustrating the text, and at the close of the book biographical sketches of the more noted names in American history; third, that the less important dates are inclosed in brackets, to be learned or not as the teacher directs; and, fourth, the introduction of regular reviews.

Our World; or, First Lessons in Geography. By MARY L. HALL. Boston: EDWIN GINN.

This book will prove both interesting and profitable for the little ones. Miss Hall has succeeded in adapting it to the capacity of children, and has so written it as to appeal to their curiosity and to stimulate their imagination. It will prove a great attraction to the little folks.

The Day School Singer. By PHILIP PHILLIPS. Cincinnati: WILSON, HINKLE & Co.

Mr. Phillips, in the elementary lessons on the principles of music, in this book, has so simplified the subject that it seems possible for every child to understand and make himself master of it. The songs are divided into—Little Folks' Song Lessons, Youthful Song Lessons, Advanced Scholars' Song Lessons, and Practical School Songs. The book is a credit to the publishers, and will, without doubt, prove a great success.

First Book of Botany. By ELIZA A. YOUNG. APPLETON & Co., New York. \$1.25. (Sample copies can be obtained of P. B. Hulst, 29 Washington street, at half price.)

This little book introduces the learner at once to the most obvious parts of the plants. First, to the leaf, with its various forms; second, to the stem; third, to the inflorescence; fourth, to the flower, and fifth, to the root. Each part is amply illustrated, and the presentation is so gradual that no child could fail to understand the subject or become intensely interested in it. Its plan is the only rational one, that of direct observation of vegetable forms. One thing is observed and learned at a time, then another is added, and so on till the child has learned all the parts of the plant. In mechanical execution the book will at once commend itself to every observer.

Human Physiology. By WORTHINGTON HOOKER, M. D. New York. SHELDON & Co. \$1.50.

This work is designed for the student and general reader. Its style is that of the professor before his class, and hence is easy and sometimes verbose. After alluding to organized and unorganized substances, and their relations, the author treats of those organs which build up and repair the human structure, then of the nervous system, the bones, muscles, &c. The easy, natural manner in which the whole subject is treated, making plain and simple some things generally obscure, is commendable. Hygiene is reserved for the closing chapter. We think it would have been better had the hygiene of the different organs been given in connection with their physiology. The reason of the laws of health would be better understood if learned when the structure and use of the different organs are learned. It is a branch too long and too often neglected. Children should very early be taught the parts of the body, and how to use and treat them properly. The indiscretions of childhood often effect the whole life, though ignorantly practiced. We should be glad to see the subject made obligatory in every common school in the country.

PUBLISHER'S NOTICES.

RURAL ECONOMY, embracing Farming, Fruit-Growing, Floriculture, Rural Architecture, Ornamental Grounds, Domestic Animals, etc.

This work embraces a great variety and quantity of useful matter upon various pursuits and industries connected with Agriculture in the West, which gives it an especial value to farmers. It contains also a very complete and Comprehensive List of Implement Manufacturers, and dealers in Agricultural Implements, Nurserymen, Seedsmen, Florists, Stock-Breeders, etc. Furnished for thirty cents, and sent post-paid. Address H. N. F. Lewis, Chicago, Ill.

MUCH WEAR AND MANY WASHINGS.—I am acquainted with a variety of Sewing Machines—and while ready to do justice to all, I greatly prefer yours—which I have used for more than three years. Very slight instruction and ingenuity are required to work it. The needle is short and straight, consequently not liable to bend or break. It never misses a stitch, and makes a firm, even seam. I have used it on every kind of cloth, from delicate lace to heavy woollens, and find its work perfectly satisfactory in all cases.—Mrs. J. H. Yerkes, Rochester, N. Y., to Wilcox & Gibbs S. M. Co.

Messrs. Geo. P. Rowell & Co., Advertising Agents, No. 40 Park Row, New York, are authorized to receive advertisements for this paper at our lowest rates.

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PERSONAL REMINISCENCES. No. II.

PROF. E. C. HEWETT.

In my first chapter of *Reminiscences*, I gave an account of the beginning of my connection with the Normal University, in the Fall of 1858. At the close of that term, for the Christmas vacation, the Board of Education gathered, and I had a chance, for the first time, of observing the men into whose hands was committed the care of the Normal University. The only present member who was then on the Board is S. W. Moulton, Esq., its honored President; although at that time Ninian W. Edwards, of Springfield, was President. But among the members, were W. H. Wells, Esq., and Simeon Wright, of Chicago. The two societies were then in existence, and in active operation, the Wrightonian having been organized the previous term. The rivalry between them was not less than at present, and was attended, I think, with much more of bitter feeling.

The work of the school had not then been arranged in Departments; although Mr. Moore taught most of the classes in mathematics. I think, during my first winter, I taught classes in Arithmetic, Geography, Algebra and Reading. Dr. Willard taught the classes in Grammar and Latin. But little of note occurred until the Summer of the next year. We plodded on in our dull, smoky rooms, as best we could, winning many kind words from visitors, with some unfavorable criticism, and making the school gradually more and more known to the people of the State. In those days, the principal received a salary of \$2500 a year, and the teachers, we had no *professors* then, \$1200, but these sums were regularly paid *in gold*! At the close of the year, Dr. Willard resigned his post, and Mr. Leander H. Potter, teacher in the Chicago High School, now principal of the Soldiers' College at Fulton, was appointed in his place.

communities, where the people have been bled to the very heart, pecuniarily, to secure these fine structures, there may be distinctly heard among them the murmurings of disapprobation at these heavy expenditures, and is there not danger that these murmurings will break out into open and direct opposition?

There are many communities where the heavy taxation is almost crushing. There are school districts where the school tax alone is from 7 to 10 per cent., and, if to this be added the various other taxes, the aggregate must reach 13 to 16 per cent. on the assessed valuation of property. I am aware that the assessed valuation does not represent more than one-fourth or one-fifth of the actual value of the property of the district; still, with all the deduction that can be made, the per cent. must remain very heavy, and the *amount* of tax unchanged.

There is a large class of people among us who are reviewing our system of popular education with a jealous eye, and are ready to magnify any defect, or to strike a blow at the very root of this fair tree. Already we may hear the sound of their axes, sharpened with religious zeal, hewing away at its trunk, while their cry is "cut it down, why cumbereth it the ground."

In view of these things and the possible dangers to which we are exposed, let us advise moderation in the erection of school houses. We need not encourage a stingy or meagre outlay, or such a scarcity of apparatus and conveniences as to cripple the usefulness of the school, but we *can* counsel economy in the outlay for those things which are for ornament or convenience, rather than for utility.

There is scarcely any thing that will sooner, or more surely, wither any public interest than a too lavish expenditure of public money for its support.

The nerves of the public pocket are extremely sensitive, and when strained too far they sometimes contract with fearful force.

I am fully conscious that our school system has a very deep and firm root in the nation's heart, but when I look out upon the educational horizon, I must acknowledge a feeling of anxiety, lest in our boasted strength we should forget our weakness.

MUSIC TEACHERS.

E. E. WHITEMORE.

Some one has said, "to be musical, one must know musical people." It has been my fortune to know them well, and whether musical or not, I propose to discuss the distinguishing features of their characters. We often hear the remark "I can't make anything out of musicians, they are so peculiar," and others of similar meaning; hence a man

who is a professional musician is given a "wide berth," till by chance you are forced to know him, then he falls lower or rises higher in your estimation as you become acquainted with his qualities of mind or heart.

A very grave failing of music teachers is, to imagine that they are made of different material from other people, and consequently they expect different treatment. They seem to think themselves in a higher sphere than their less fortunate (?) unmusical friends. The result is what one might expect, they are called conceited.

My idea of a music teacher is the same that I have of any teacher; he must eat and sleep, get tired and stupid, say some wise things, and, if he talks much, a great many foolish ones, etc., etc.

Another fault of music teachers is the extreme sensitiveness with which they guard their professional reputation. When they are criticised, they get in a pout, cut their friends, make themselves generally disagreeable, and are *not* made wiser by the friendly criticism.

A merchant meets his friend and says: "J—, you are not in the right place to make money. Your business would be more prosperous situated on S— street." Now, instead of getting provoked, J— says: "Do you think so? If you do, I must make a change, at any rate I will think it over."

A musician meets his friend, and says: "D—, that last concert of yours was not a great success, and I would suggest that in your next, a certain style of music be omitted, and another inserted in its place."

D—, in a rage, imagines himself insulted by a jealous rival and does not heed the friendly advice.

When once asked how to treat Mr. A—, a musician, I replied, treat him as you treat any man of business, and if he be worthy of your notice, he will, through courtesy, acknowledge your good sense.

A very serious fault of this frail class of people is the habit of claiming to know everything there is to be known of and about music. They spread themselves out on a card, "Prof. B—, teacher of Piano, Organ, Orchestra, Voice, Harmony, and Musical Composition. Also, pupils fitted for Conductors, Prima Donnas, and all the artistic positions in the musical world, on short notice."

Imagine a man "sticking out his shingle" after the following fashion, "John Smith, Dealer in Hides, Horns, and Tallow, Dry Goods, and Productions of the West Indies, Hardware and Steam Engines. Also, anything from a Paper of Pins to a Tenement to rent, can be had by calling at my store."

In a word, music teachers need modesty, good common sense, and a desire to learn.

—An ice-house in Lee, Mass., is said to contain a quantity of ice packed in it seventeen years ago.

THE BIBLE AS AN EDUCATOR.

DR. A. JAY COOK.

While the question of "the Bible in the schools" is being agitated, let us glance at some of the main features of the book, and we shall be better prepared to judge the rank it should occupy as an educational text-book.

But previous to its examination, let us inquire, first, what is the aim of all true education? We answer in general terms: The symmetrical development of the triune nature of man. Second, is our present educational system accomplishing this end; if so, to what degree. As to what progress we are making with regard to man's physical education, for answer look at the large heads and small chests of most of our children; poor, hungry little creatures, begotten and bred in defiance of physiological laws, the only light that beams on their dark pathway, is at the end of the passage. The ignorance of hygienic conditions that prevails among all classes of society, and the more especially marked among the so called "liberally educated" is amazing. The majority are suffering from ailments, the origin of which may be traced to improper dress and diet. Can we then call our system of physical education a success?

Let us examine, next, some of the results of our moral culture. We pride ourselves that we are a Christian nation—though it is to be feared that Christ himself does not suspect it. We talk largely of the spirit of our institutions, boast of our civilization, our high culture, our benevolent organizations, but forget to mention our prisons that contain our lesser rascals, while we fete the successful villains on the fat of the land, and doff our caps as tribute to their smartness. We pity the "poor heathen," and send him instructors in morality and religion, while we make fashionable in our "best society," those crimes that would blanch the cheek of the pagan, then look up and "thank God," that we are not as other men, that we had *our* birth and education in a *Christian* land. If by their *fruits* ye shall know them, we would inquire wherein the moral status of the United States exceeds that of China, India, or Africa. Can we pronounce our system of moral education a success?

Our course of intellectual training has succeeded better, though it is far from being what it should be. The age is precocious—we have any amount of wonderful babies, smart children, and sharp men, great scholars (on the surface), yet intellectual culture lacks the strength, breadth, and depth it would possess, were not heart and health culture so ignored.

We put individuals into the hopper of our great educational mills, turn the crank, and they come through like so many pressed brick.

only their use to society is of less practical value. Well may this peculiar process be termed education, which means *to draw out*, in the West we call it "*scoop out*;" and he who is unfortunate enough not to have sufficient vital energy to withstand the withering, deadening, crushing pressure of the "regular course," gets "scooped out" of his manhood—eviscerated of the attributes of true nobility, becoming a social automaton, to whose theories science must accommodate herself. A rational training would have developed the *man*, would have made him a living, moving, formative power in society.

Now we come to consider the main proposition, viz: The rank the Bible should occupy as an educator of mankind. Although we are not quite prepared to advocate its adoption as an entire curriculum, yet would we draw upon it so largely that the "powers that be," would consign us forever to the rank of old fogies, and the enemies of progress. The Bible strikes at once at the root of the matter, instructs the heart, makes pure the fount whence proceed the "issues of life." What other text-book of morals will accomplish as much?

Having then implanted holy desires and obedience, next "the instruction of wisdom," is imparted "to give subtlety to the simple, to the young man knowledge and discretion." Then the result is "health, length of days and peace." Do we need a better hygieian formula? But will the prescription perform all it claims? Well, one tried it more than 1,800 years ago, and we have no account that he ever was sick or the twelve who sojourned with him; but one of them, the ablest logician of his age, informed a certain people that one reason why so many of them were sick, was because of their lack of faith in the teaching of the great instructor.

With a sound body, and therefore a sound mind, and a soul in communion with the Father of Spirits, is it not easy to see that such an one has a mighty vantage-ground? Would he not be a giant among the pigmies of to-day? As he scans the pages of the Book of books, he is called upon to grapple with the most gigantic problems of time—not abstract dogmas merely, but vital questions of the hour, that concern all mankind, that the angel intellects of Gabriel and Michael "have desired to look into." Could the Bible be studied simply as a text-book for mental discipline, we would even then challenge comparison with it.

It first claims the attention and interests the student, by treating all familiar objects with simplicity; he is led along, step by step, from the narrative of the creation of inorganic matter, through the political and religious history of nations, wars and diplomacy, all the way onward and upward till he is brought to consider the subtle philosophy of spirit life.

Does he wish to study logic? Let him sit at the feet of him who stood on Mars Hill, and battered Athenian idols into dust, and before whose irresistible reasoning kings and potentates trembled. Would

he learn the art of teaching? Let him hearken to him who taught the grandest doctrines of all time in simple language to the *common people*—but without a *parable* spake he not unto them, and he who is the most successful teacher of men, follows the same method.

Would he cultivate the artistic faculties? Where can be found such poetry as the Bible affords? What painter's imagination has ever soared to produce such a picture as is displayed by the great limner of Revelation. We have said but little on this inexhaustible theme; but we proposed at the outset only a glance at some of the main features of the book. It is the master-piece of a master workman, but he who would garner its jewels, must seek for them as for "hid treasures," must study its pages as he would an algebraic problem, with all the strength of his being, looking unto Him who "lighteth every man that cometh into the world," to illumine his soul to receive its truths.

HIGH PRESSURE EDUCATION.

A prevailing fault in all education, at present, is a too free use of stimulants; and this fault is, perhaps, most prevalent—where it is most injurious—in the training of girls. Teachers aim too much at immediate and striking results; and when this is the case with enthusiastic and accomplished instructors—operating on minds which from age, sex, and mutual emulation, are intensely excitable—there is much danger that paroxysms of study may be occasioned, not only unfavorable to health, but also to that calm and steady love for books, and that spirit of self-culture, which form the only guarantee for ultimate and great excellence. Nothing is more common than to find youth who have distinguished themselves for ardent application at school, but who carry from it no habits of judicious reading, and no very evident love for knowledge. They have been confined over the desk, when their health imperiously demanded exercise and sports in the open air. They have been encouraged to exhibit themselves as prodigies of acquirement, before they could either relish or digest the studies so prematurely pursued; and they too frequently leave school, at an early age, with shattered constitutions, undisciplined characters and minds, in which memory and judgment have been severely taxed, at the expense of taste, and, perhaps, too, of that modest delicacy which forms the highest grace of the female character. This error springs in part from the early age at which school education commences with us. In Prussia, children are rarely placed at school before seven. Here they usually begin at four. Another course which also has its effect, is the active emulation maintained among our seminaries, and which, with the mistaken ambition of parents to have their children taught many branches in the shortest possible time, renders it almost necessary that an institution which aims at a large share of public patronage, should strive rather to teach much, than to teach well, and to lay more stress upon the acquisition of knowledge, than upon the due cultivation and development of all the faculties of the soul. Still the error is a serious one, and ought to be avoided.—*School and Schoolmaster.*

KINDERGARTEN METHODS.

"Let us live for our children," said Frederick Fröbel, the founder of the Kindergarten. To do this we must first learn the great truth that if a child's body survives the enforced quiet of school, the finest qualities of his spiritual nature can live only in action. "Activity," said Pestalozzi, "is a law of childhood; educate the hand, teach a child to do." Pestalozzi, impracticable as he was great, was the blossom, and Fröbel was the ripe fruit, so far as the education of little children is concerned. For what Pestalozzi saw was necessary, Fröbel devised a plan for accomplishing.

The central thoughts of Fröbellian primary training, are, that it cannot begin too soon, that it must not restrict the child's activity, but discipline it, and that it must be a source of delight to the child. Perhaps we might also add that it esteems mental habits, at first, as of much more importance than remembered facts, and that moral discipline is of the first importance.

The Kindergarten is a home. It is a place in which the children play as well as learn, a place in which they may talk, and walk, and work, and sing. But all these activities are studiously regulated, and made a source of development, and this without unpleasant constraint. The whole atmosphere of the Kindergarten is one of love and trust.

THE KINDERGARTEN ARTS.

We cannot, of course, attempt, in such articles as these, a systematic treatise on the arts used in the Kindergarten system. They begin with a ball and block in the hands of the mother, for the Fröbellian system begins as soon as a child can notice. It is not a system of forcing, but of careful training; a garden, wherein the gardener does not seek fruit before the time, but in which the careful gardener trains all straggling branches, and guides the luxuriant growth in such a way that the fruit may be abundant and excellent, when the time of fruit arrives. The most important of the arts taught in the Kindergarten, as vehicles of instruction and means of discipline, are, net-drawing, mat-weaving, pin-pricking, stick-laying, pea-work, clay-modelling, slat-weaving, paper-folding, paper-cutting, and block-building. By means of these little delightful arts, a child is taught, not only all the knowledge of value that is ordinarily acquired in the primary school, but he is taught also to observe, to judge of size and distance, to understand form, and the principles of ornamental art. All the principal geometrical figures are familiar to a child in the Kindergarten. Some idea of the amount of instruction to be gotten from these arts, may be gathered by the fact that whole hours have been spent on a single slat in our own Kindergarten, and we heard of a teacher in Charlestown, Mass., who, having to wait until she could import her material from Germany, spent a whole day on one little stick three inches in length! And all this time is spent profitably and pleasantly.

To illustrate the use of these arts, we translate a specimen lesson from a German work. It is a lesson by a mother. We give this the rather because we desire in these articles to help two classes of people especially, mothers and infant-class teachers. And this lesson will suggest to a

thoughtful mother very many others. It is a lesson in the art of slat weaving. The slats are ten inches long, three-eighths wide, and one-twentieth of an inch in thickness. They may be made from maple veneering.

SPECIMEN LESSON.—FROM THE GERMAN.

MOTHER.—Look! I am going to teach you, to-day, a new kind of work, with wooden sticks. We call these slats. (Gives the child a slat.) Tell me all you notice about this slat.

CHILD.—The slat is long. (A previous acquaintance with the small Kindergarten stick is taken for granted.)

M.—When you feel it what do you notice?

C.—It is thin; I can bend it.

M.—How were the sticks you played with before?

C.—They were thicker and round.

M.—Could you bend them, too?

C.—No.

M.—Can you tell of anything else that you can bend?

C.—Yes, a reed—a piece of whalebone—the switch that I broke off the tree.

M.—What is there that you can make this slat seem to be?

C.—I can play it is a yard-stick—a ruler—a lath.

M.—Have you ever seen slats like this, only much larger, with one end driven into the ground?

C.—O! yes, around our garden. (This would not apply to American gardens, of course.)

M.—I will give you the slat again, and you may show me how they are fixed. (The child takes the stick and fixes it like a picket.) Good! You have observed that very well. What do they call them? etc., etc.

* * * * *

Did you ever know how pickets are made out of trees? etc., etc.

* * * * *

Sometimes people have for flowers—the kind of flowers they keep in flower-pots—a sort of trellis of little sticks, about as large as these of ours. Did you ever see them? We will make one. (By interlacing the slats, a flower-trellis is made in the fan-shaped pattern.)

Look! the trellis is done, and we can hold it up in our hands. What will you plant around it? etc., etc.

* * * * *

Your trellis is exactly right. See! What difference is there between the upper part and the lower?

C.—The upper part is broad—the lower part is small.

M.—How is the middle one of the up-and-down sticks?

C.—It is straight up and down.

M.—And the other two that, at the lower ends, lap over one another?

C.—They are sloping! (*Slanting* or *oblique* are better words.)

M.—And how have you woven in the three other slats, by which these are held together?

C.—Sidewise. (Horizontally.)

M.—Now lay your trellis on the table, and very carefully move the slanting slats—down where they lap over one another—move them out from each other until they are straight up and down, like the middle one.—That's it!—Now, shove the slats so that all may be just the same distance apart. (The child does it.) Now what has your trellis turned to?

C.—A window.

M.—How many panes of glass can you put in your window?

C.—(Counting.) Four.

M.—How many sides and corners must the panes have to fit in these plates?

C.—Four sides and four corners.

M.—See whether you can find anything else in this room with four sides and four corners.

C.—The picture-frame, the table, &c.

M.—What sort of lines do we see in such corners?

C.—Horizontal and perpendicular.

M.—Draw your finger along the slats there, that are perpendicular.—Right.—Now do the same with the horizontal ones. What do we call the corner which is made when a perpendicular line hits a horizontal one?

C.—A right angle.

M.—Very good! Now take hold, with your left hand, of the upper left corner of your window, and, with your right hand, of the lower right hand corner.—That's it!—Push down just a little with the left hand, and up a little with the right.—Now!—Your window has changed to something else! How about the angles now?

C.—Some are sharper, (smaller,) and some are more open, (larger,) than they were, &c.

* * * * *

M.—Now take hold once more and change them all back as we put them at first. &c.

The trellis becomes the starting point for other lessons. We have only space to call attention to the discipline of the perceptive faculties, of form, and size, and number, the faculty of comparison, and the constructive powers, in this conversation, and the habits of close observation and general thoughtfulness that such instruction must produce.

It will be observed that at each point marked by stars the mother can diverge into an extended conversation, and that this is rather the outline of several, than one complete lesson.—*Rev. E. Eggleston.*

—Two little Sabbath school boys got very heated over a vexed question in their lesson, and startled the teacher, whose back was turned for a moment, with :

“ I tell ye, its Mary Magazine, and not Magdalene.”

The other, thrusting his hands deep and desperately into his trousers pockets, sung out :

“ Now, what'll you bet ?”

A SUGGESTION FOR SCHOOLS.

They have a delightful custom in the Swiss school for boys, which might be adopted with great advantage to all concerned in this country. During the weeks of the summer vacation, it is the habit of the teachers to make, with their pupils, what is called *voyages en zigzag*, i. e. pedestrian tours among the sublime mountains and charming valleys of that "land of beauty and grandeur." Squads of little fellows in their blouses, with their tough boots drawn on, and knapsacks on their back, may be met, during the season, on all the highways, and sometimes in the remotest passes of the Alps, as chirrupy as the birds on the boughs, and as light and bounding as the chamois who leap from crag to crag. They are perfect pictures of health and happiness, and the treasures of fine sights that they lay up in their memories, during these perambulations, it would be difficult to describe. We know of more than one urchin that has thus scaled the summits of the Faulhorn, looked down from the precipices of the Bevent, walked over the frozen oceans of the glaciers, and gazed in rapture upon the sunsets on the Jungfrau or Mont Blanc. Their tramps are made without danger and without much expense, and the life is one of incessant enjoyment and rapture. But why could not the same thing be done here, where we have the Catskills, the Adirondacks, and the White Mountains, the exquisite lakes of the North, the river St. Lawrence with its rapids, Niagara, and the lovely scenery of Western Virginia, which, we are told, is scarcely surpassed on the continent? Over the long intervening stretches the railroad will bridge the distance; while the country inns are not expensive and the country fare wholesome and nutritious.—*Putnam's Magazine*.

THE COMING OF THE DAWN.

The huge o'erarching dark upon the hills
With deeper blackness falls; the tiny rills
Flow drowsily, whispering as they go,
"The dawn is coming," to the waves below.
The furtive silent dawn—the pale sad dawn,
That grows into the blackness like a dream,
And then, relenting to a purplish beam,
With wonderful gradations is withdrawn;
And now, the sky becomes intensely blue;
And now, 'tis luminous with th' advancing hue
Of airy glory. The fair morning-star,
In fading beauty, dies in the afar.
Streaks of keen gold, with hushed, unhurried march
Invade the blue—inclose the heavenly arch;
Till the last wave of darkness ebbs away,
In the fresh wonder of the new-born day.

WEST POINT.

—*Putnam's Magazine*.

NATURAL EXPRESSION.

Watch a group of school-boys eagerly engaged in their sports. Listen to the tones of their voices and their sharply defined cadences and inflections. The utterance, how quick and emphatic! When anger prevails, how the voices roughen! When peace returns how plainly does your ear detect the change! The school bell rings. Trace the same boys to the school-room and the class in reading. Listen to the dull, droning, mechanical, monotonous expression given to the words upon the printed page. What is the lesson to be learned by this? It is this: On the play-ground, Nature is the teacher. There the boy expresses an emotion *when* he feels it, and *as* he feels it. He makes no mistake in this matter, for the simple reason that he never undertakes to say what he does not understand. Teacher, here is the secret in a nutshell. All good reading springs from emotion. It does not arise from, nor is it to any considerable degree to be guided by rules. Your pupils will become good readers not by empty and parrot-like imitation of yourself, who, it may be, really understand the sentiments and feel the emotions expressed, but by being made *themselves* to understand and to feel.

EDUCATION ARTICLE—NEW CONSTITUTION.

SECTION 1. The General Assembly shall provide a thorough and efficient system of free schools, whereby all persons in this State may receive a good common school education.

SEC. 2. All lands, moneys, or other property, donated, granted, or received for school, college, seminary, or university purposes, and the proceeds thereof, shall be faithfully applied to the objects for which such gifts or grants were made.

SEC. 3. Neither the General Assembly nor any county, city, town, township, school district, or other public corporation, shall ever make any appropriation, or pay from any public fund whatever, anything in aid of any church or sectarian purpose, or to help support or sustain any school, academy, seminary, college, university, or other literary or scientific institution controlled by any church or sectarian denomination whatever, nor shall any grant or donation of land, money or other personal property ever be made by the State, or any such public corporation, to any church or for any sectarian purpose.

SEC. 4. No teacher or State, county, township, or district school officer shall ever be interested in the sales, proceeds, or profits of any book, apparatus, or furniture used, or to be used, in any school in this State with which such officer or teacher may be connected, and any infraction of this rule shall render the person offending liable to such penalties as may be provided by the General Assembly.

SEC. 5. There may be a County Superintendent of Schools in each county, whose qualifications, powers, duties, compensations, and time and manner of election, and term of office, shall be prescribed by law.

EDITORS' DEPARTMENT.

FIRESIDE TEACHING.

If mothers would only recognize it as a necessary part of their maternal duty to impart to their children all the knowledge necessary for them, before the age of eight years,—we mean, of course, such mothers as are intellectually competent to the task—the problem of school training would be vastly simplified.

In the first place, who so well as the mother can understand the disposition and temperament of her child? Who can know so well the strength or weakness of its physical constitution, the acuteness or dulness of its senses, the rapidity or slowness of its mental action, its confidence or diffidence?

All mothers should *ex-officio* be first-class primary-school instructors of their own children.

The amount of instruction received by small scholars in most of our schools is, and of necessity must be, very trifling. Is it probable that in a daily session of six hours in our primary schools a child under eight or nine receives as much as thirty minutes of profitable instruction? We think not.

The real advantage to small children of studying by themselves is generally next to nothing. It is simply a piece of unprofitable cruelty to put text-books into the hands of little children, and compel them to "sit up and sit still" five or six hours, when the whole amount of profitable instruction for the day could easily be put into a half hour or less.

Whether children be sent to school or not previous to the age of eight or ten, home instruction, then and later, cannot be dispensed with. What teacher does not know by grateful, though too sadly exceptional experience, the pupil who receives intelligent and sympathetic aid at home in his school work? The teacher should understand that this hearty cooperation of parents can be secured in a great many instances by a little effort on his own part.

Parents will sometimes object that they cannot get the time to instruct their children, and are compelled therefore to leave this most important of duties entirely in the hands of strangers. Is it too much to say, that, in view of the importance of this matter, the few minutes required for special home training should be taken in spite of everything else? Better make or save a dollar or two the less, than neglect so weighty a matter as the culture and development of your child.

We do not mean to say that the home instruction which we recommend so earnestly, should consist of set lessons.

We know a family of excellent spellers, who attribute their excellence in this department to the informal spelling exercises engaged in at the family table.

Exercises in Mental Arithmetic may be engaged in at the same place, to the great interest and profit of the little ones. Rainy days, and the long winter evenings, may in part be spent in drawing, writing, tracing pictures

or reading aloud. No place so good as the home for teaching children to read. Parents and children should take turns in reading the newspaper, or some interesting book. In this way, better than in any other, a taste will be cultivated which, more than any other, will be a source of pleasure and profit in future years.

We urge upon teachers therefore that they call the attention of parents to the subject of fireside instruction. In most instances, this prompting on the part of the teacher is all that is needed to secure so desirable a result.

But aside from the direct advantage to be derived by pupil and parent from the systematic home culture here recommended, is the marked benefit to the teacher himself in the work of the school-room. Much of this will cease to be *task* work. A new interest will attend the ordinary recitations. School work will cease to be to the pupil a mere matter of text-books. Arithmetic, Reading, Grammar, Spelling, Geography—all will be realized, so to speak, and an ever-wakeful interest be excited.

ILLINOIS STATE TEACHERS' INSTITUTE.

A session of this body will be held at the Normal University in August next, beginning on Monday the 8th. It will embrace the usual amount of work, including the Common Branches, with Botany, Physiology, Mental Philosophy, Zoology, Astronomy, History, The Science and Art of Teaching, and other such topics as the members may desire.

On Tuesday and Wednesday, August 9th and 10th, an examination for State Certificates will be held by Hon. N. Bateman, State Superintendent of Instruction.

RICHARD EDWARDS,

President Illinois State Teachers' Institute.

The Illinois State Teachers' Institute may now be regarded as a permanent institution. Year by year its sessions are more and more largely attended, and an ever-increasing interest is manifested in its exercises. The time selected for the annual session is, on the whole, the most convenient for the purpose, and many teachers of long experience, as we have had occasion to learn, look forward with eagerness to this meeting with fellow laborers in the educational field, as a period of pleasant recreation, as well as of intellectual growth and refreshment.

We anticipate a full attendance at the approaching session, and a session no less pleasant and profitable than those which have previously been held.

SOUTHERN ILLINOIS NORMAL UNIVERSITY.

The corner-stone of this institution was laid at Carbondale, May 17, with imposing ceremonies. The crowd present was variously estimated at from 10,000 to 15,000. The corner-stone was laid with Masonic Ceremonies, a large number of the fraternity being present from all parts of Central and Southern Illinois.

When this ceremony was concluded, a procession was formed and marched to a beautiful grove in the western part of the town, where a sumptuous entertainment was provided. At 2 o'clock the Chairman, Lieutenant Govern-

or Dougherty, called the meeting to order, and after appropriate and interesting remarks, introduced the speakers. Governor Palmer who had consented to deliver an address on the occasion, was unfortunately absent. Interesting addresses were delivered by Richard Edwards, LL. D., President of the Normal University at Normal, and Robert Allyn, D. D., President of McKendree College.

The following telegraphic despatch was read by the chairman and heartily applauded :

NORMAL, Ill., May 17, 1870.

"To the Trustees of the Southern Illinois Normal University:

"The Faculty and Students of the Illinois Normal University send cordial greeting to their young sister of the South, and wish for her the most abundant success."

ALBERT STETSON, }
H. F. HOLCOMB, } Committee.
M. L. KIMBERLY. }

Resolutions were adopted by the meeting embodying a like greeting to the Faculty and Students of the University at Normal, from the Trustees and friends of the Southern University.

The building, now in process of erection, is to be a large and beautiful structure. That there is great need of the institution so happily inaugurated, and destined to be so handsomely housed, no intelligent Illinoisian can reasonably doubt. With an able corps of instructors, and strong in the support of the people of Southern Illinois, we look forward with hopeful anticipation to see it bear an equal share with its elder sister of the North, in the all-important work of preparing competent and accomplished teachers for the common schools of our noble Commonwealth. Long live the twain !

NORMAL UNIVERSITY.

ALUMNI MEETING.

The tenth annual meeting of the Normal Alumni Association will be held at the University, on Wednesday, June 22, 1870.

PROGRAMME.

Business Meeting, including President's annual address, in Wrightonian Hall, at 3 P. M.

Collation in Philadelphian Hall, at 5½ P. M.

Public Exercises in Normal Hall, at 8 P. M. consisting of the following :

Music—Opening Chorus, conducted by Will Smith.

Oration—Charles L. Capen of Bloomington.

Essay—Miss E. M. Sprague of Chicago.

Music—Quartet.

Essay—Miss Sarah M. Raymond, of Bloomington.

Music—Trio.

Oration—Joseph Hunter, of Mendota.

Music—Chorus.

OSCAR F. McKIM,
President Alumni Association.

Oscar F. McKim,
Hattie E. Dunn,
M. Wakefield,

} Committee.

RUTHIE E. BARKER, *Secretary*.

We would call attention to the table of statistics from various towns, showing their attendance. It is our design to make this table more complete, embracing many towns in Illinois, Wisconsin and Iowa. We think it will afford a valuable means of comparison and of improvement to their schools. We invite our friends to send us their attendance every month *regularly*. We hope to add other valuable features to the SCHOOLMASTER from time to time.

The programme of the Illinois School Principals' Association will be found in another column. Following the presentation of each subject by one chosen for the purpose, is to be a general discussion of it—the true way to make such a meeting profitable.

The committee have done their part toward a most interesting season, and if it be not one of the best ever known in the educational history of the State, it will be the fault of those who attend.

Miss Elizabeth P. Peabody will exemplify primary teaching as found in Kindergarten schools, and show how universal history should be taught.

Mr. E. E. Whittemore will present the subject of vocal music in public schools, showing what it should be and how to teach it.

Mr. E. C. Smith will present the subject of text books—Who should furnish them?

Miss C. F. Currier will give some practical thoughts on drawing—how to teach it.

Mr. I. S. Baker will answer the question—Shall teachers instruct a class in all their studies, or teach one or two branches to several classes?

Mr. E. A. Gastman will tell us how to provide sittings for the greatest number of children, with the least outlay consistent with health and comfort.

Mr. E. W. Coy will present the subject of school records, and suggest some way by which there may be a uniformity in keeping them, so that figures may convey a similar meaning in all the towns adopting it.

Those appointed to discuss these questions are earnest teachers, whose experience and thought will add weight to their opinions. No teacher, who aspires to a higher plane of thought or to an improvement in the quality of his work, can afford to be absent. We bespeak a full attendance, and can promise that all will go away profited and satisfied with the meeting, but possibly more dissatisfied than ever with themselves.

The success of teachers and the progress of pupils are generally measured by the number of books or pages the children are crowded over. People who know what education is often fall into this error, and a public sentiment is formed with their consent and aid, which compels able and conscientious teachers to follow its dictates, even though the process will forever blunt the mental abilities of their pupils, or make them superficial in all their efforts.

All admit that it is not the amount of knowledge one possesses that makes him an educated man, but the *condition of mind* which at once seeks causes and first principles, and combines them into required structures. In short, education is mental condition, not quantity. The mental habit formed during the first years of school life will very likely follow pupils through all time. If then, they merely commit to memory, they will have no resources which are not afforded by that faculty. If on the other hand they are taught to trace design, to look for the causes of action and the principles of all things, they will be prepared for every emergency. Teachers should never lose sight of this idea, that the greatest part of education is to shape the habits of thought and hence of action in their pupils. Success then is not simply to show school inspectors how much pupils can repeat, but how much and how well they can think. The work of the teacher from beginning to end should be directed to this one point, should be development and not cramming.

It has been our pleasure and opportunity to attend a goodly number of county institutes. Usually a programme is so arranged that every hour is occupied with a paper, speech or something similar. Without doubt this is serviceable as it affords opportunity for a few ambitious and superficial teachers to show off, farther than that it is of no use whatever. Most teachers are young and need drill in the art of teaching and also in the art of learning. We can safely say that but *few* teachers know how to learn a lesson. To teach this two-fold work—the art of learning and of teaching—is the true province of the county institute. It seems a little humiliating to teachers to become learners, to be shown their ignorance, and to be placed in the attitude of pupils, and they do not heartily enter into the work. To save their pride, to hide their ignorance, and to satisfy them with themselves, seems to be the aim and result of most of the gatherings of teachers. If during a three days' institute, teachers could be taught how to study, and to develop before a class one topic, a great work would be accomplished. This should be the highest object of superintendents. If they do not feel capable of setting the example, if there be no one in the town or county who can do it, let them call upon their neighbors, and help will surely come. There is never an earnest soul that has or can have no means of satisfaction.

Not long since we witnessed an exercise conducted by a young lady preparing to teach, in the presence of an audience of primary teachers. Though diffident and unaccustomed to the work, she evidently had some knowledge of the philosophy of teaching. When the exercise was completed, the teachers criticised and gave reasons for their criticisms. For example—One said that she told the class too much and hence failed to develop the information desired; another, that she talked too much, and hence did not keep the attention of the class, etc. If some such course should be adopted at most of the county and town institutes, it would result in great good to the teachers, who, for most part, are glad to improve the quality of their work, and surely be a great advantage to their pupils. In this way the cause of education would be advanced, and teachers would become a fraternity of professors. It is in this way only that improvement can be made, for the public will continue to be satisfied with poor work if it cost but little money.

For the good, then, of the children, of future society, and of those teachers who come after us, let us attain the highest excellence in our work by perfecting ourselves in all that make the man and the teacher.

It is generally assumed that anybody can teach school. The work is light, and if the teacher possess a little more knowledge than his pupils, it is sufficient. Hence, we see throughout the country hundreds of teachers who have not the remotest idea of the true methods of instructing. People think sensibly about every other occupation. The shoe-maker, the blacksmith, the carpenter, the farmer, the merchant, the machinist, the engineer, the lawyer, the physician, the minister, all must have preliminary training, but the teacher can be picked up at any time and place, without preparation, and people are satisfied, nay, they actually seek for such, because they are cheap. No pecuniary interests would be permitted in the hands of inexperienced bunglers, for ruin would be certain. What merchant would trust his establishment to one who knows nothing of trade? What farmer would place his farm in the hands of one who knows nothing of soils, grains, machines and stock? But districts trust a more precious interest than any of these to hands totally unskilled and incapable. Because the effect is not immediate, because they are not always able to discern the amount of damage, they do not see but one teacher does as well as another, and hence the cheapest answers them best. It becomes those who teach, therefore, to prepare themselves for their work, to raise the standard of education, and to oblige the people to have good teachers whether they want them or not. Surely the teacher needs special instruction for his work, if any one does. Who would think of employing a physician that had never made the science of medicine a study, or a lawyer that had never studied law? No more should a teacher be employed unless he practically, at least, has some knowledge of pedagogy. Every one called to teach should see to it that he prepares himself to teach philosophically, that his pupils may not in after years rise up and condemn him. It is no light thing to shape the mind and hence the character of a number of children. They have a right to the best instruction, and we shall be blamed by them if we do not give it. Every one of us can look back and see wherein our teachers failed, and we often feel that we are now suffering in our mental habits thereby. On the other hand we can recall some teachers and see wherein they directed and molded our minds and prepared them for thorough and extensive work. Our labor is doing for our pupils what was done for us by our teachers. Do we, can we feel that it is a light thing? Are we willing to do work so fraught with the gravest responsibility for the sake of a livelihood, or because it is easier to us than some other occupation? Every teacher should feel that he has a special calling for the work, and then prepare himself fully for it.

In another column we give the sections of the constitution as adopted by the Convention. The first makes it obligatory upon the Legislature to "provide a thorough and efficient system of free schools, whereby all persons in this State may receive a good common school education." We call atten-

tion to the liberal provisions of this section. "All persons in this State," irrespective of race or age, are to have the privilege of receiving a free common school education. This is as wise as liberal, for intelligence is a power that arms its possessor with the greatest advantage. It is a fact worthy of note that the increase of knowledge in any State augments its commerce, its products, the value of its real estate, its manufactures, its political power, and above all, the nobility of its inhabitants.

The second section declares that all grants for educational purposes shall be faithfully applied to the objects for which they were made.

The third forever prohibits the General Assembly, every county, city, town, township, school district and other public corporations from any appropriation in aid of any sectarian school.

This is timely and right. If sects are not satisfied with the schools provided for the public, let them out of their own pockets support denominational schools, but their property should pay its share for the public good, especially when the reflex influence enhances the value of their property. We rejoice at this provision, and hope it will meet the approval of all who love the institutions of our country, and hope that no narrow view of the subject will lead any to oppose the constitution because of it.

Section four prohibits all teachers and school officers from any interest "in the sales, proceeds or profits of any book, apparatus or furniture used or to be used in any school in this State with which such officer or teacher may be connected." This looks a little like class legislation. Why single out teachers and let lawyers, physicians and mechanics go free? Are teachers such a power that they must be fettered? or are they so weak that they can be smitten with impunity? Who is harmed if a teacher writes a text-book which is better than any other on that subject and it is adopted by his Board of Inspectors? Must he therefore resign and go elsewhere? Suppose his book should follow him and continue to do so, must he leave the State for self-protection? But who shall write our text-books if not our practical teachers, who have the experience of the labor their books are intended to save and aid? Because they wish to benefit their fellow teachers, lessen the labor of pupils and accelerate their progress, must they resign, if their work should be used in their town and school? Surely this looks strange. But teachers and school officers make money out of books, furniture, etc. Well, suppose they do. If they be furnished as cheap or cheaper than can be otherwise furnished, why not? Can they not enter into competition with others in anything? Who is harmed if the public get the best articles for the least money? We confess that this article looks like those of the penitent publishers; to atone for their sins, the members of the Convention determined to restrict the teacher and school officer to the greatest possible extent. We have in mind a city, whose Board of Education contains more than one interested in the sale of school merchandise, and that city is renowned for the high excellence of its schools. Nor are their teachers prohibited from becoming authors; nay, they are encouraged thereto, and the result justifies the wisdom of such freedom. The remedy for abuses of privilege is in the hands of boards and the people, and should remain there, without special constitutional enactments. Why were not lawyers prohibited from practicing in our courts or from becoming judges, if they had ever

compiled a law book? Is it so profitable to become an author of a school-book, that a teacher must be debarred from it lest he give up his trade? Should a man be ineligible for the office of State Superintendent of Public Instruction, because he is the author of a school-book which is used in the State? If an author should be elected to such an office, and his book be used in his State after his election, should he be called upon to resign? We regret that the constitution should be marred by a section so unjust and uncalled for. If every class of laborers were thus singled out, there would be no hope of the adoption of the constitution.

Section five authorizes the election of County Superintendents.

EDUCATIONAL INTELLIGENCE.

The Wisconsin Teachers' Association will meet at Watertown, July 12, 13 and 14. W. D. Parker, of Janesville, President.

The National Educational Conventions will be held in Cleveland, Ohio, August 15, 16, 17, 18 and 19, 1870. The American Normal School Association will occupy the first two days, and the National Teachers' Association the last three. These meetings promise to be practical and of great interest.

Mrs. Emma Willard, the founder and for many years the Principal of the Troy Female Seminary, died April 15, at the advanced age of eighty-three years. She will be held in grateful remembrance by thousands who have felt the effect and influence of her labors and character.

CHICAGO.—At a recent meeting of the Common Council three new members of the Board of Education were elected, and two old members returned. The new ones are J. N. Baker, Leander Stone and J. Richberg; those re-elected are E. F. Runyan and J. D. Tully. The retiring members are S. A. Briggs, J. F. Bonfield and L. L. Bond. Of the new ones, Mr. Stone was formerly a Principal of one of the schools.

Upon reorganization of the Board, Mr. W. H. King was chosen President and Mr. E. F. Runyan Vice-President.

The remarks of the retiring President, Mr. Briggs, are worthy of notice. He said that in April, 1866, when he entered the Board, there were one high school, seventeen district and no primary schools; now there are one high school, twenty-one district and fourteen primary schools. Then there were 13,992 seats; now there are 25,750. The total enrolment then was 16,000; now it is 28,000. The census of 1866 showed 53,000 children entitled to school privileges; now there are about 70,000, making an increase of about thirty per cent. in school population, and nearly a hundred per cent. in school accommodation.

The summer term began May 9, and will continue eight weeks. Toward the close of the winter term, many large pupils leave school to go to work, and every grammar department is considerably thinned thereby. But little ones come in, so that the numbers are kept nearly the same.

The Board decided to introduce German into the Haven school, there being 736 pupils out of the 900 who attend it, who wished to study that language.

The Principals' Association held their regular monthly meeting May 21. The subject of self-reporting of deportment was deliberately discussed, and by a vote taken after discussion, quite a majority declared themselves in favor of it.

A programme of the studies of the grammar department has been so arranged that there is to be but little alternation of them, pupils taking at a time only as many as they have daily recitations. The following is a copy:

GRAMMAR DEPARTMENT.									
PROGRAMME OF LESSONS.									
	FIRST TERM.	Lessons pr week.		SECOND TERM.	Lessons pr week.		THIRD TERM.	Lessons pr week.	
FOURTH GRADE.	Reading,*.....	5	Reading,*.....	5	Complete and review				
	Spelling,†.....	5	Spelling,†.....	5	all studies.				
	Arithmetic,‡.....	5	Arithmetic,‡.....	5					
	Geography,.....	5	Music,.....	5					
	Music,.....	5	Writing,.....	5					
	Writing,.....	3	Drawing,.....	3					
	Drawing,.....	2	Geog. till completed,...	5	Oral.....		5		
			Then Geog. 1; Gram,...	4					
THIRD GRADE.	Reading,*.....	5	Reading,*.....	5	Complete and review				
	Spelling,†.....	5	Spelling,†.....	5	all studies.				
	Arithmetic,‡.....	5	Arithmetic,‡.....	5					
	Geography,.....	5	Music,.....	5					
	Music,.....	5	Writing,.....	3					
	Writing,.....	3	Drawing,.....	2					
	Drawing,.....	2	Geog. till completed,...	5	Oral.....		5		
			Then Geog. 1; Gram,...	4					
SECOND GRADE.	Reading,*.....	5	Spelling,†.....	5	Complete and review				
	Spelling,†.....	5	Arithmetic,‡.....	4	all studies.				
	Arithmetic,‡.....	5	Grammar,.....	4					
	Geography,.....	5	Music,.....	5					
	Music,.....	5	Writing,.....	3					
	Writing,.....	3	Drawing,.....	2					
	Drawing,.....	2	Geog. till completed,...	5	Oral,.....		5		
			Then Geog. 1; Hist,...	4					
FIRST GRADE.	Spelling,.....	5	Spelling,.....	5	Complete and review				
	History,.....	5	Arithmetic,.....	4	all studies.				
	Arithmetic,.....	4	Grammar,.....	4					
	Grammar,.....	4	Music,.....	5					
	Music,.....	5	Reading,.....	2					
	Reading,.....	2	History till completed,	5					
			Then Hist. 1; Geog,....	4	Oral,.....		5		

* With Analysis and Parts of Speech.

† From all Text Books used.

‡ Mental Arithmetic to precede Written in each rule.

The following table will be found of interest to those who wish to compare their attendance with that of those about them. It is not unlikely that there is some difference in making up reports, but we hope there will soon be uniformity, and that these figures will show relative attendance accurately. At the Principals' Association to be held in Chicago in July, we hope some method of making reports will be adopted.

	No. Enrolled.	Average No. Being long.	Av. daily attendance.	Pr. et. of attendance on av. No. being	Number Tardy.
Chicago, Ill.....	27,835	25,588.4	24,742.8	96.6	5,541
Decatur, Ill.....	1,481	1,386	1,302	94	211
Aurora, Ill.....	1,427	1,362.5	1,228.6	90.2	121
Ottawa, Ill.....	1,355	96.9	118
Galesburg, Ill.....	1,304	1,245	1,134	91.1	802
Peru, Ill.....	741	697.6	673.2	96.5	36
Kankakee, Ill.....	715	562	506	90	512
Milwaukee, Wis.....	7,389	6,944	87	1,834
Janesville, Wis.....	1,530	1,138	1,046	92	365
Beloit, Wis.....	742	685	655	96	107

In Janesville the school population is 3,678. The number neither absent nor tardy, 437.

In Beloit the school population is 1,612. Before the opening of the Catholic school the number enrolled was about 1,000.

In Galesburg there are 23 teachers. Highest average attendance was 97 per cent. in three rooms; lowest, 85 per cent. in two rooms. Greatest number of tardinesses in any one room was 65, with an enrolment of 50; least number 5, with an enrolment of 46.

In the above estimate of the Aurora schools, those on the west side are not reported. (We hope to give them in full hereafter. Will Brother Hall please send the figures?) Number not absent nor tardy, 455.

In Ottawa the number neither absent nor tardy was 633. In April of 1869 it was 489, and in April of 1868, 216. The decrease of tardiness during these three years is a noticeable feature. In April, 1870, there were 118 cases; April, 1869, 439; April, 1868, 1,083. The per cent. of attendance has also advanced remarkably. For the same three years respectively it was 96.92, 95.61 and 89.10.

Many report that sickness among their pupils has reduced their attendance, and feel some hesitancy about sending their averages, but we hope none will hereafter be deterred from sending them on any account.

We regret that the Superintendents have not more generally sent us their reports. We wish to give a long list of averages from the States about us. Will Superintendents consider this an invitation and send us every month these items? The following is a blank form which will be found convenient:

	BOYS.	GIRLS.	BOTH.
Whole No. names registered.....			
Average No. belonging.....			
Average daily attendance.....			
Per cent. of attendance on average No. belonging...			
Whole No. tardiness (counting each half day).....			
Whole No. neither absent nor tardy.....			

PUBLISHER'S NOTICE.

With the next issue, (July, 1870,) the Publication Office of THE SCHOOL-MASTER will be removed to CHICAGO. All interest, for the present, will remain as heretofore. Increased facilities in the publication of the Journal compel the change.

JOHN HULL, Publisher.

BOOK NOTICES.

Smaller History of English and American Literature. EDITED BY DR. WM. SMITH, AND H. T. TUCKERMAN. pp 374. \$1.25.

Choice Specimens of English Literature; selected from the chief English writers, and arranged chronologically by Thomas B. Shaw, A. M., and Wm. Smith, LL. D. Adapted to the use of American Students by Benjamin N. Martin, D. D., LL. D., Professor of Philosophy and Logic in the University of the city of New York. SHELDON & Co., N. Y. pp 477. \$2.00.

The History is mainly derived from Shaw's Student's Manual, and gives sketches of the lives of the great English writers, and of the influences which imparted to their writings their peculiar character. A sketch of American Literature is appended. Throughout this book are references to choice specimens of English Literature, which illustrate the style of each author. And thus the progress of literature from the earliest times to the present century is shown. The selections are very short, and few from any one writer are given. One hundred and eighty authors are represented. It is, perhaps, a question whether longer selections from fewer authors would not better accomplish the aim of the book.

Moral Philosophy, or the Science of Obligation. By JAMES H. FAIRCHILD, President of Oberlin College. SHELDON & Co., N. Y. 12 mo, pp 326.

This work has two general divisions, Theoretical and Practical ethics. In the first the author starts out with the idea of obligation, and shows that happiness or mental blessedness is the only absolute good, and that sin is the attitude of the will, and not the mere yielding to a desire; it is the unbenevolent choice which is involved in the acceptance of the pleasure. The chapters on Right and Wrong, and Conscience, are clear and instructive. In the "Theories of Obligation," the distinction between the benevolent and utilitarian view of virtue, is shown to be fundamental. In the second part, the author applies his principles as laid down in the first: to all practical relations to divine government, to civil government, of nations to each other, and to family government. He next treats of personal rights, or those to life, liberty, reputation and property; then of duties or those of piety, philanthropy and patriotism, self-culture, usefulness, fidelity, veracity and chastity. The work commends itself to all who are interested in a brief discussion of the relations and duties of moral and responsible beings.

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WASTING TIME.

PROBABLY but few teachers are fully conscious of the great amount of time frequently wasted, or at least unprofitably employed, in conducting the various operations of the school-room. School life is short. If a most rigid economy of time should be practiced in any place and in any circumstances, that place and these circumstances must certainly be found in the teacher's workshop, the school house.

It is a very general complaint among teachers, especially teachers of graded schools, that insufficient time is allowed for the completion of the work assigned to the classes of the various grades. That this complaint is, in many cases, reasonable and just, there would seem to be no cause to doubt. That it originates often in a misconception of the nature and extent of the work to be accomplished, and especially in a misuse of the time allotted for its performance, is, doubtless, equally certain.

Let us glance at some of the forms of wastage frequently to be observed in the conduct of the varied operations of the school-room. To whatever cause this waste may be ascribed, whether it be due to the neglect, inefficiency, incompetency, or the misconceptions of the teacher, no one will deny the necessity of an immediate, thorough, and radical reform.

There is no way, perhaps, in which many teachers lose so much time as in that which may be denominated superfluous talk. The practice of talking excessively in the process of government or of recitation, is a very great evil, injurious alike to pupil and teacher. The magnitude of the evil resulting from this form of waste can be fully realized and appreciated only by the strictly conscientious teacher, who is neither unwilling nor

afraid to scrutinize rigidly and impartially his entire professional conduct, so far as it pertains directly to the discharge of his daily duties.

He who thus habitually or frequently reviews his daily work, will scarcely fail to discover the use of a great amount of verbiage in the form of commands, exhortations, admonitions and threats, wholly unnecessary to and inconsistent with good government; if it be true, as it is frequently alleged, that the best government in the school, as in the state, is that which is inaudable, invisible and unfelt.

Not only in the government of a school does great waste arise from a superabundance of words. The same pernicious result occurs not less frequently, perhaps, in the conduct of recitations, in which the teacher imposes upon himself, rather than the pupil, the burden of the exercise. Notwithstanding the great temptation to commit this error, springing from the love of imparting knowledge, or the greater incentive to do the same thing existing in poorly or indifferently prepared lessons, he who yields to the temptation and performs the work which, in all circumstances, should be done by the pupil, must be regarded as ignorant: or for the time being, forgetful of the true objects and ends of all recitation. It should never be forgotten, that no amount of entertaining, interesting, or purely instructive information merely poured into the pupil's mind can, in any degree, secure that intellectual vigor which it is one of the principal objects of the teacher to promote. Pupils may, indeed, learn much from the teacher's utterances, but more from their own, when judiciously directed by the teacher. Let answers be reconstructed and repeated by the scholar, not the teacher, till accuracy in matter and excellence in manner shall be secured.

Much time is uselessly consumed by some teachers in repeating the answers, correct and incorrect, given by each pupil during recitation. This extremely unfortunate practice, so readily perceived by the most careless observer, and of which the teacher himself seems wholly unconscious, needs no illustration. Every one may find examples enough of its disagreeable and positively wasteful influence within the sphere of his own observation. It is an unnecessary and inexcusable habit which cannot be too strongly condemned nor too speedily abandoned. The pupil is benefited chiefly by his own recitation, and not by that of his teachers'. If the latter consume one-half or one-fourth of the time of the exercise in the mere repetition of answers, the progress of the former must be retarded in the same ratio.

Another fruitful source of waste is the practice of laboring too long, during recitation time, with individual pupils, whose lessons have not been carefully and satisfactorily prepared. This practice is fraught with great

injustice to the scholars whose delinquency has occasioned it, as well as to those whose ceaseless industry and tireless application entitle them to rapid and constant progress.

If a pupil is incompetent, through lack of natural ability, to maintain an average standing in his class, without such excessive personal efforts of the teacher as tend to retard the progress of the class as a whole, his mental welfare requires that he should be assigned to a position whose duties reasonable exertions of his own will enable him to perform satisfactorily, without the hurtful assistance alluded to.

If, on the other hand, the incompetence of the scholar results from indolence or neglect, and he is retained in the class by the patient and persevering aid of the teacher, such an expenditure of time and energy would seem to be worse than useless, a direct and positive premium, in fact, on idleness and inefficiency, prejudicial to the present and future interests of all concerned, the active and the lazy, the competent and the incompetent, the faithful and the unfaithful.

Another source of wastage may be found in the lack of system which characterizes the management of many teachers, who, in some respects, are justly regarded as models of excellence. It not unfrequently happens that lessons are assigned with so little distinctness and intelligence, that the most careful and attentive scholars are unable to determine precisely their nature and extent. In consequence of this remissness of the teacher, the preparation of the lesson, by the pupils, is liable to be very imperfect, the recitation a partial, if not a complete failure, and its precious minutes which should have brought progress and profit, are frittered away in needless and useless complaint and censure, occasioning an irreparable waste which must be directly charged to the unsystematic habits of the teacher.

Again, and lastly, many teachers subject their pupils to a considerable loss in not conducting and directing the various exercises of recitation and study, in exact accordance with a carefully devised and well arranged programme, neatly and conspicuously placed on the blackboard. Few things are more conducive than such a programme, if rigidly adhered to, to an economical and profitable use of time, and to the prevention of wastage in the conduct of the affairs of a school.

E. C. D.

LEARNING TO SPELL.

It is wonderful how much children, even at a very early age, can memorize. Long lists of the most uncommon words can be learned so as to be spelled correctly by quite young children. A test case was made in

one of the Eastern States, not long since, which showed conclusively that several thousand words might be memorized so as to be correctly spelled by children under ten years of age. The argument is that spelling should be one of the chief employments of children up to that age. Spelling-books containing many of the words in ordinary use, and many seldom used by the best writers, are therefore put into their hands, and they are required to spell a certain portion of them every day, till the books are mastered. This is the practice in ninety-nine hundredths of the schools of the country; and not only *is*, but *has been* the practice for two or three generations—and what is the result? Very few are able to spell the words used in common conversation and correspondence. Letters are received daily, by business men, which contain the most absurd spelling. Teachers themselves are not exempt from fault, as every book-dealer can testify. The oldest pupils in school cannot write the simplest exercise without misspelling the most common words.

Now, if the memory is so ready in childhood, and the spelling-book is placed in the hands of children for committal, how does it happen that they come out of school such poor spellers? It is safe to say, that as much time is spent in learning to spell as in the study of grammar and geography combined. As much time is spent over a spelling lesson as over one in either of the branches named, and it is studied twice as many years. There is evidently some fault either in the theory or practice: but it has been tried by thousands of teachers, many of them of superior ability, for more than two generations: the error must therefore be in the theory.

Turn, now, to another view of the case. As soon as the child can readily call some of the familiar words representing objects about him, and knows their use, a reading-book may be placed in his hands. He here meets new words constantly, which he should be called upon to spell, and also to use in sentences of his own framing. Keep the spelling-book out of his hands, but let the reader be the spelling-book. By such study of his reading lessons, the child will gradually perceive the meaning of the language used, and then he will be able to express the thoughts contained in it during the reading recitation. In assigning lessons, let the *spelling* and *use* of words precede the reading. By this course a habit will be formed of looking for the meaning of words and expressions when first seen, instead of the one formed by the present method—that of repeating words and sentences from speller and reader—with no conception of their meaning and use. It is evident that a very short drill in this close observation will not only be a great gain in discipline of mind, but also in enlarging the vocabulary of the children, and

facilitating their own expressions. Are not these two of the great objects of education?

But we would not stop with the reader. Continue its use as mentioned, wherever it is used, but add other text-books to the spelling list as fast as placed in the hands of the children. Proceeding in this manner till pupils are through a course of instruction, they will not only come out good spellers, but will also have a vast fund of information on many subjects, and will have acquired a mental discipline worth far more than anything else. One of the greatest evils of the present style of teaching is the manner in which pupils are allowed, nay even taught to make use of terms and repeat language of which they have no conception. A habit of superficiality is thus formed which does not stop with school studies, but is carried into every department of their lives. Teachers should never lose sight of the fact that "education is condition, not quantity."

But how shall we conduct spelling exercises? In various ways. But we will defer the answer to this question, as enough has already been said for one article. If we shall excite attention to this subject, and awaken thought concerning it, we shall be amply repaid for its presentation.—ED.

GOVERNMENT.

BY J. K. MERRILL.

WHEN I take this as the subject of an article for a school publication it is not with the expectation that I shall be able to present even one new idea, but I write hoping some old thoughts may be presented here that perchance may meet the eyes of some who are just entering upon the profession, for all such should certainly take and read some educational journal. I design to present a few thoughts that are practical and can be put into daily use as the teacher is endeavoring to accomplish that without which all his efforts will be vain, and his labor far worse than useless, namely, *order*; and I am hardly willing to content myself with a desire simply to secure order, for that greatly superior quality, *industry*, is requisite, that the school shall accomplish its mission; and, indeed, the latter is quite sure to accomplish the former, while the former *may* exist with but very little of the latter.

The saying has almost become a proverb, that "the first requisite to good government is to govern one's self;" and I am disposed to believe that no one is placed in a situation where he has so perfect an opportunity to prove the truth of that saying as a school-teacher; and yet, while that is true, are we not very slow to practically learn its truth? I am compelled

to confess that it is not an uncommon thing with me, as, at the close of some seemingly hard and perplexing day's labor, when, as the common expression states it, "everything has gone wrong," I review the day and compare its doings with my own feelings when I commenced it, to find a most perfect harmony existing between them; and I can also turn to the bright side of the picture and say that the same is true when every thing has seemed to work for good, and the result of the day's labor has been such that there would arise a sense of almost perfect satisfaction in the review of it. The workings of this principle may be made even more evident than to compare the works of different days, for it is indeed surprising, as well as very pleasing, to observe the change that will take place in a room when a teacher, realizing that he is becoming irritable, suddenly controls himself, without a word of rebuke or even a request made to his pupils. We say, then, especially to the young teacher, that even if the saying is old enough to be a proverb, take it to yourself and make it new every morning as you go to your work, and keep it fresh through each day of your experience.

But notwithstanding the great power of self-government, a teacher has in no degree fulfilled his mission when he has succeeded in accomplishing that alone, so we must look farther and notice some of his duties to his pupils, outside of those which he owes to himself.

The object to be gained by government is often entirely misjudged, and sometimes even worse—grossly perverted by the teacher. It is not an uncommon thing for a teacher to feel that if his pupils are sufficiently impressed with the dignity of his position among them, and that his word is to them the very embodiment of authority and law, that his school is thoroughly governed; but we are disposed to look upon such government more as a sort of tyranny than that kind of discipline which produces the spirit of willing obedience and best tends to fit children as they become citizens to look upon law as a friend that should be both respected and loved. Such views are a decided perversion, and he who indulges them will do well to seek another profession, and allow some one less selfish to take his position.

The government of a school, like that of a community, is two-fold, and should so be presented to the pupils, namely: the protection of the well-disposed in all their rights and privileges, and a firm restraint upon the wrong desires and inclinations of the ill-disposed; and when all the pupils see that beyond a peradventure the teacher aims to accomplish both these results, he will find almost without exception that he has something a great deal more powerful than the arm of the law to sustain him in the moral power that exists in all those who will see that they are

being protected instead of watched. Some teachers appear to act as though they were under the impression that every pupil had been taken possession of by some evil spirit that was ever prompting him to violate all rules of order and propriety, and that unless he *felt* that the eye of his teacher was constantly upon him he would surely break out in some flagrant disorder, and it is positively painful to see how hard some men will labor to take all the government of a school away from the pupils, and try to assume to themselves the entire responsibility of that which might and should be divided between the teacher and pupils, and by far the greater share of the burden thrown upon them, as it is a burden they can carry without feeling the weight of it, while it oftentimes will so weigh the teacher down as to entirely unfit him for the duties and responsibilities which properly belong to him, and for the proper discharge of which he alone must be held accountable.

There is undoubtedly a fault existing in the management of a large majority of teachers, even among those who have been long in the service, but it is without question more general with the beginner than with him of an extended experience, and that is, the fault of exercising *too much government*. The most quiet, orderly and prosperous schools are those where the visitors see the least of anything that has the appearance of government on the part of the ruling power.

Notwithstanding all that we have said about throwing the government upon the scholars themselves, we know it may be said, and with a great deal of truth, that every one engaged in teaching has not the power to make the pupils so appreciate their relations to the school and its privileges as to cause them to reach the high position laid down for them in this paper. We would reply that just in proportion as the teacher is unable to cause his pupils (save in exceptional cases) to feel that the object of school government is for the good of all, just in that proportion is he unfitted to take upon himself the responsibilities of his position.

Make your commands as few in number as possible, and what you do make, let them be of such a positive nature that your pupils will be thoroughly convinced that they are never violated with impunity, and you are sure to secure their respect, both for yourself and your laws.

Just as far as it is possible for you to do it, accomplish your wishes with your pupils by presenting them in the form of requests, rather than positive commands or prohibitions. It is very seldom that a child will be found who will object to complying very willingly to almost any request that is reasonable, while the same thing in the form of a command will awaken a feeling of opposition that can be just as well avoided.

We say then, finally: govern decidedly, positively and thoroughly—

at the same time mildly, pleasantly, and ever exercise yourself in the presence of your pupils in an agreeable manner, that you may hold their good will, and that they may see in you the gentlemanly bearing or lady-like deportment that will be well for them if they shall make you the model in all respects that they shall aim to reach as they come up to take the places of men and women, and assume the responsibilities of the various positions they shall be called upon to fill.

PERVERSION OF EDUCATION.

IN a late number of "Appletons' Journal" there was a severe criticism on the character of education received in our common schools. Its sentiment was that children are unfitted for their work in life because of the false direction given to their minds. The schools are charged with attempting to make poets, authors, statesmen, bankers, etc., of ordinary boys and girls, and of generating an unwillingness to accept the condition of the great majority of mankind, that of manual toil.

It is a lamentable fact that boys and girls should feel labor to be a disgrace, and prefer to eke out a miserable and useless existence in a condition of assumed gentility or nobility. Teachers are too apt to stimulate their pupils to perform allotted tasks by arousing ambition, by picturing a future of honor and success in every undertaking if they do their duties well. They are led to look with slight contempt upon those who, having but little of this world's goods, are obliged to engage in what are called menial labors for their support. Often have we seen boys, especially, and girls, not seldom, deride and insult some child of poor parents, because clad in plain garments. Often have we seen laborers insulted by boys, simply because they were laborers. *They* would never do such work: they would have an office, or a bank, be an editor, or something that is genteel. Such seems to be the prevailing sentiment among American youth. It must be admitted, whatever its source, and though only childish fancy, that it is working injuriously to society in every respect.

But we are unwilling to admit that the schools are wholly responsible for this state of things. As a class, teachers are hard-working and industrious, and do not, themselves, despise labor. We believe that a majority of adults can now recall some very wholesome advice given them by their instructors, and few can charge them with awakening in their minds a contempt for manual labor.

It arises from the life and sentiment of older people. Many are apparently struggling, not merely for a livelihood, but for wealth and honorable positions, and are not scrupulous as to the means employed to

obtain them. They secure these and are praised, petted and flattered by society. Of course children partake of the sentiments of their parents, and at a very early age determine how they shall live and what they will do; and it would be a marvel to find a child whose ideas of life are very different from that of the most flattered man in the community. Parents, too, are ambitious for their children, and expect them to take honorable positions in the world, and hence must do nothing that people already occupying such positions, do not do. We have often heard fond parents indulge in air-castles, respecting their children, that the most extravagant teacher would not think of entertaining. Very many parents, especially those living in towns and cities, allow their children to grow up without a care or responsibility, and through neglect of them, absorption in business projects, and the expressed wish for them to "get on" in life, the children become men and women entertaining the idea that they are better than the common herd, and must live by their wits. The idea of living to be useful, to add something to the happiness of others, and to serve mankind, never enters their heads; or, if they have heard of it, the example of friends and neighbors soon drives it away. Thus occurs this grievous fault mentioned above.

Even if the schools did inculcate the evil, they are creatures of public opinion, and do its bidding. Unfortunately, teachers are not strong enough nor unified enough to create a public sentiment; were they, the evil might, in time, be eradicated. As it is, the remedy lies with the parent, for children will, as a rule, imbibe the ideas that prevail with their parents.

In reply to the point that children should be taught in school those things which will be of practical value to them in their special life-works, we would say that the common school aims to instruct them only in the elements of knowledge; to enable them to read, write, cipher, and to obtain a little knowledge of the country in which they live, and of the world. This is surely little enough, whatever be their future. That some details might be dropped or changed, is probably true, but for most part the schools teach little enough, and do not, we think, unfit the child for his normal work and place in life. That is done by other tuition. If some instruction in a few of the trades could be added, so that when pupils leave school, they could at once enter upon their work and earn a living, it would seem desirable. This is especially true in cities where great numbers have to aid in the support of the family. With such instruction, their condition would be very much improved, and it would frequently save them from lives of infamy. It would be a great benefit to all, whatever their present condition, to be taught some trade, and be

required to produce a specimen of their skill. They would be less likely to despise laborers; would become more identified with them; would lose much of their selfishness, and try to make their lives useful to the community. Whatever influence or plan would produce such a reform, the adoption of it would be hailed as the prophecy of better days. S.

GERMAN IN THE DISTRICT SCHOOL.

IN a former number the argument, that greater breadth of culture is offered to the mass of children by the study of German than by the study of English or Latin, was shown to be fallacious. The other point made by the advocates of German deserves a little attention, as it seems to be put forward on every occasion, to-wit: it facilitates commerce and enables many to secure much higher salaries than they could otherwise obtain.

In our conversations with many on this subject, they have admitted, that nearly all Germans engaged in trade speak English. If this be true, why should it be studied in the district school? It is not necessary to trade, for the English is already spoken, and though it be broken, it is quite as good as the German which Americans would be able to talk. There is, then, no advantage to commerce in a general study of that language by school children. But some could obtain large salaries by understanding it. Very true. It is a special branch, and as shown before, not for general advantage, and hence should not be taught to the masses at public expense. Doubtless many could command large salaries by being able to speak fluently the French, or the Spanish, or one of the classics; but that would not justify the introduction of either of them into the common school, and the advocates of German would be the first to object to the application of their arguments to any other language.

It is the practice in some towns to introduce it into the common school, if a small fraction of the number of pupils attending desire it. For example, one-fourth or one-fifth of the pupils in a district school of six hundred ask the privilege of studying it at public expense. They range from low primary to high school grade, and are scattered through ten or twelve rooms, averaging ten to fifteen in a room. A teacher is provided who goes from room to room to teach those few, taking, of course, the time of the other forty or fifty in each room while so doing. Or the pupils from two or three rooms are at one time sent out of their classes into a room provided for the German recitation, breaking up, to a great extent, the English recitations of their classes. It is evident that both methods act injuriously upon those not studying German, by

retarding their progress, and keep back those who do study it, because they cannot do as much in their English studies if they have German also. If there be any advantage to the few, there is great disadvantage to the many where it is thus pursued. But, suppose the benefit to the few be much greater than the injury to the many, and we introduce it whenever a small proportion of the pupils wish to study it. What will be the end of it? A precedent is established to follow which may occasion serious embarrassment. Another fourth or fifth may ask for French, a language as universal as the German, one in which as much thought and sentiment are embodied, and extensively quoted in English literature, shall it therefore be introduced? Another fourth may ask for Latin or some other language, on the ground of their usefulness to those who will be engaged in literary occupations, who are as numerous in every school as those who will need German for purposes of traffic, shall either be introduced? It is quite probable that neither French nor any other than German could be introduced, though as useful as the latter. Why then introduce it into the common school? It has its place in the high school like other foreign languages, and that seems to be its proper place. Pupils will study it then as early as they can appreciate it, or be benefited by the "enlarged scope of thought" afforded by it, and we believe no great advantage will be gained by placing it in the common school.

It is attended with great expense also, far greater than that of any English study. Suppose, as in the case above cited, one hundred and twenty study it. A teacher cannot be hired to instruct in this branch for less than seven hundred dollars per annum, or nearly six dollars for each pupil. In most schools, teachers are required to teach sixty pupils: now if they could have six dollars per pupil for every branch they teach, they would receive handsome salaries, though we fear there would be a great deal more groaning about excessive school taxes than there is. It would more than double the cost of instruction. In graded schools, those who would study German have at least five English studies; at the above rate, the teacher, who has a room of sixty pupils, would receive a salary of eighteen hundred dollars. It is evident, therefore, that no English study in the common schools costs even half as much as German.

One other point deserves notice. Whatever plan is adopted for teaching it, the time of the great majority of pupils is broken and wasted in consequence. We submit the question whether it is just to this large number to be deprived of their time or be retarded in their progress, because of the benefit of the few. The foundation-stone of the system is the greatest good of the greatest number, and the design of the common school was not, and is not, to give any special instruction *to any*, but to

give *all* the rudiments of an English education. The introduction of German in this grade of schools is, therefore, as much an attack on the system as the appropriation of its funds to any other use not provided for by the system itself. If this be true, then surely should German be kept out of the district and confined to the high school.

I.

HEAD-WORK BEFORE HAND-WORK.

IN everything that we do, or mean to do, the first condition of success is that we understand clearly the result which we desire to produce. The house-builder does not gather together a mass of bricks, and timber, and mortar, and trust that somehow a house will shape itself out of its materials. Wheels, springs, screws and dial-plate, will not constitute a watch, unless they are shaped and fitted with the proper relations to one another. I have long thought, that to educate successfully, you should ascertain clearly, with sharp and distinct outline, what you mean by an educated man.

Now, our ancestors, whatever their other shortcomings, understood what they meant perfectly well. In their primary education, and in their higher education, they knew what they wanted to produce, and they suited their means to their ends. They set out with the principle that every child born into the world should be taught his duty to God and man. The majority of people had to live, as they always must, by bodily labor; therefore, every boy was as early as was convenient set to labor. He was not permitted to idle about the streets or lanes. He was apprenticed to some honest industry. Either he was sent to a farmer, or if his wits were sharper, he was allotted to the village carpenter, bricklayer, tailor, shoemaker, or whatever it might be. He was instructed in some positive calling by which he could earn his bread and become a profitable member of the commonwealth. Besides this, but not independent of it, you had in Scotland, established by Knox, your parish schools, where he was taught to read, and if he showed special talent that way, he was made a scholar of and trained for the ministry. But neither Knox, nor any one in those days, thought of what we call enlarging the mind. A boy was taught reading that he might read his Bible, and learn to fear God, and be ashamed and afraid to do wrong.

An eminent American was once talking to me of the school system in the United States. The boast and glory of it, in his mind, was that every citizen born, had a fair and equal start in life. Every one of them knew that he had a chance of becoming President of the Republic, and

was spurred to energy by the hope. Here, too, you see, is a distinct object. Young Americans are all educated alike. The aim put before them is to get on. They are like runners in a race; set to push and shoulder for the best places; never to rest, contented, but to struggle forward in never-ending competition. It has answered its purpose in a new and unsettled country, where the centre of gravity has not yet determined into its place. But I cannot think that such a system as this can be permanent, or that human society, constituted on such a principle, will ultimately be found tolerable. For one thing, the prizes of life so looked at, are at best but few and the competitors many. "For myself," said the great Spinoza, "I am certain that the good of human life cannot lie in the possession of things which, for one man to possess, is for the rest to lose, rather in things which all can possess alike, and where one man's wealth promotes his neighbor's." At any rate it was not any such notion as this which Knox had before him when he instituted your parish schools. We had no parish schools in England for centuries after he was gone, but the object was answered by the Church catechizing, and the Sunday school. Our boys, like yours, were made to understand that they would have to answer for the use that they made of their lives. And in both countries, by industrial training, they were put in the way of leading useful lives if they were honest. The essential thing was, that every one that was willing to work should be enabled to maintain himself and his family in honor and independence.

Pass to the education of a scholar, and you find the same principle otherwise applied. There are two ways of being independent. If you require much, you must produce much. If you produce little, you must require little. Those whose studies added nothing to the material wealth of the world, were taught to be content to be poor. They were a burden on others, and the burden was made as light as possible. The thirty thousand students, who gathered out of Europe to Paris, to listen to Abelard, did not travel in carriages, and they brought no portmanteaus with them. They carried their wardrobes on their backs. They walked from Paris to Padua; from Padua to Salamanca; and they begged their way along the roads. The laws of mendicancy in all countries were suspended in favor of scholars wandering in pursuit of knowledge. At home, at his college, the scholar's fare was the hardest; his lodging was the barest. If rich in mind, he was expected to be poor in body; and so deeply was this theory grafted into English feeling, that earls and dukes, when they began to frequent universities, shared the common simplicity. The furniture of a noble earl's room at an English university at present, may cost, including the pictures of opera-dancers and race-horses and

such like, perhaps five hundred pounds. When the magnificent Earl of Essex was sent to Cambridge, in Elizabeth's time, his guardians provided him with a deal-table covered with green baize, a truckle-bed, half a dozen chairs and a wash-hand basin. The cost of all, I think, was five pounds.

You see what was meant. The scholar was held in high honor; but his contributions to the commonwealth were not appreciable in money, and were not rewarded with money. He went without what he could not produce, that he might keep his independence and his self-respect unharmed. Neither scholarship nor science starved under this treatment; more noble souls have been smothered in luxury than were ever killed by hunger. Your Knox was brought up in this way; Buchanan was brought up in this way; Luther was brought up in this way; and Tyn-dal, who translated the Bible; and Milton, and Kepler, and Spinoza, and your Robert Burns. Compare Burns, bred behind the plough, and our English Byron!

This was the old education, which formed the character of the English and Scotch nations. It is dying away at both extremities, as no longer suited to what is called modern civilization. The apprenticeship as a system of instruction, is gone. The discipline of poverty—not here as yet, I am happy to think, but in England—is gone, also; and we have got instead what are called enlarged minds.

I ask a modern march-of-intellect man what education is for, and he tells me it is to make educated men. I ask what an educated man is; he tells me it is a man whose intelligence has been cultivated, who knows something of the world he lives in; the different races of men; their languages, their histories, and the books that they have written; and again, modern science, astronomy, geology, physiology, political economy, mathematics, mechanics—everything in fact which an educated man ought to know.

Education, according to this, means instruction in everything which human beings have done, thought, or discovered; all history, all languages, all sciences.

Under this system teaching becomes cramming; an enormous accumulation of propositions of all sorts and kinds is thrust down the students' throats, to be poured out again, I might say vomited out, into examiners' laps; and this when it is notorious that the sole condition of making progress in any branch or art of knowledge is to leave on one side everything irrelevant to it, and to throw your individual energy on the special thing you have in hand.

JAMES ANTHONY FROUDE.

(CONTINUED.)

ORDER.

J. MAHONEY.

A comfortable temperature has been described as one in which we feel neither warm nor cold.

Such, too, is the pleasant atmosphere of order in the school-room. We want neither restraint nor laxity—neither the enforced gravity of the pharisee whose bottled villainy only waits for the estoppel to be removed, nor the ungainly pranks of a clown, aimless and brainless as a headless chicken. With all their merriment and restlessness, children may be seen in an orderly school-room as earnest, as serious, as dignified, and as persevering in their toils and ambitions as their less innocent elders in the indoor and outdoor struggles of life.

How is that charming order secured? How do those quiet, modest, pleasant teachers do it? How does Parepa sing? How does Ole Bull play? How does Dickens write? How did Mozart compose? They have rules to guide them, but the rules are their servants, not their masters; they have laws with which to govern, but they know full well that “laws are like grapes—when pressed too hard they yield a sour and unpleasant wine.” They have plans and purposes, not like the etiquette of the Spanish, but like the tactics of Napoleon, or the Irishman’s reply, ready for every possible or impossible contingency. Ten to one they do not know how they do it themselves. They do not threaten or promise, chide or cajole, reward or punish; or they do threaten or promise, or chide or cajole, or reward or punish, or one or all, just as the notion takes them. Whatever they do has good effect. They hit the nail on the head every time. Their frown is powerful; their smile is efficacious; their enthusiasm is more contagious than yawning or gum-chewing; their indifference is as soothing and strengthening as vacation or sleep. The children do not heed them; they fret them and obey without knowing why. It is not her words, it is not her reasoning that convinces the children—it is the teacher herself. A mountebank may impose upon philosophers, but not upon children. They know the voice of their shepherdess. They turn to her as the plant to the sun. Her influence penetrates them, permeates them with its sweetness like the fragrance of the rose. They are not alien entities; they are little scraps of volition, little fairies floating in the sunshine of her pleasure. Her presence is all-sufficient. Such is one out of five of the teachers we meet. She needs no advice, no instructions. What about the less favored four? We shall see.

EDITORS' DEPARTMENT.

Greater facilities for issuing, both as to time and style, have induced the removal of *THE SCHOOLMASTER* to this city. It is hoped, also, that its field of usefulness will be enlarged thereby.

We take this opportunity to thank the numerous friends of the journal for their spontaneous and substantial expressions of good-will and encouragement. It shall ever be our aim to merit all they may, to fulfill all their prophecies of us, and to return an equivalent for their support.

The improved appearance of this number is an indication of our determination to be surpassed by no similar journal; and soon we hope to present some features not found in any other, but which will make this invaluable to every teacher and friend of education. We hope for, and expect, a wider circulation than hitherto. In the third year of its existence, it numbers as many readers as any educational monthly west of Ohio, and present indications promise a large increase to our list during the next few months.

We therefore invite the attention of all teachers and educators, and hope to receive their patronage.

COMPULSORY ATTENDANCE.

In these days of excessive taxation, every tax-paying citizen is directing his attention to the expenditure of money for public purposes. This is as true of the school fund as that for public improvements. Those who pay taxes have the right to demand an equivalent for their contributions to the general fund.

It is conceded by all that the education of the children is the only safe-guard of the State. But, with few exceptions, there are in every town and township large numbers of children under fifteen years of age, who are neither in school nor engaged in any labor that earns a livelihood or gives them the knowledge of any trade. These children grow up and become a political power injurious to the highest interests of the taxpayer. They depreciate his property, curtail his business, and degrade its character. As a matter of justice, therefore, he has the right to demand that every child who draws public money, or for whose education he is taxed, shall be compelled to attend school, at least when not employed in labor, such as learning a trade.

As it is, thousands become tired of school duties and prefer the street, and are indulged in their idle habits by over-fond parents. If the law required that every child, before leaving school, should pass an examina-

tion in reading, spelling, writing and arithmetic, and that whenever unemployed he should attend, it would result in more obedient and worthy children than are now commonly found.

The present use of the school fund does not secure this result, though such is the design of the school system. It belongs, then, to those who provide for and support the schools, to modify the system to such an extent that there will be the greatest possible number who receive the greatest advantages of the system, and the fewest who receive little or nothing therefrom.

It is not our purpose now to show in detail how the system can be modified to remedy the evil which is so apparent, and which will prove an irreparable damage to society, if not arrested, but to call attention to the fact that great numbers receive little benefit from the schools.

We have tried the idea that every one is civilly the equal of every one else; that the lowest may become the greatest; but it does not go far enough. Something should be done to make education more of a necessity to every human being, or to compel a minimum of education. To bring about this end, the school system seems the most direct way. Making intelligence the condition of exercising the elective franchise, and competitive examinations the condition of every accepting public office, would doubtless effect a wholesome change in the direction of which we speak; but it seems impossible for either of these most desirable conditions to become law, and we know of no better way to secure the desired result than to compel attendance at school.

THE WRONG AND THE RIGHT WAY.

WE learn more frequently by illustration than theory. The following exemplifies two methods more clearly than any discussion:

We once went into a room of little ones, not over six and a half years of age, and found about seventy pairs of bright little eyes, and met a young lady of little experience, as their teacher, and the principal of the school. A class stood on the floor, to whom the teacher was giving a lesson on the five senses. She began by having the first one repeat something like this: "There are five senses—hearing seeing, smelling tasting and feeling." Several repeated promptly; but presently one little fellow faltered, tried again to follow the teacher, but failed; tried again, but again failed. At last he gave up and began to cry, and was sent to his seat. The principal then called him to the platform and asked him how he knew he was talking to him. His face brightened a little, and the tears were checked, and he replied, "I can hear you talk." "What

am I doing, then, when you hear me?" said the principal. "Talking," said the little boy. "What are you doing when I talk?" "Hearing." "Well," said the principal, "that is one sense. Now, let us find another. How do you know I am sitting here?" "I can see you," said the boy, his face shining and his tears gone. "What sense is that?" "Seeing," said he. And thus the boy was taken through the lesson, and thoroughly understood it, and was sent to his class happy with the knowledge he had obtained, and feeling that it was his own, by reason of the action of his mind in obtaining it. The first method we call cramming; the latter, development.

WESTERN SOCIAL SCIENCE CONVENTION.

THIS convention met in Chicago on the 8th of June, holding a session of two days. The whole meeting was one of interest and profit.

It is impossible, in a paragraph, to give any just idea of the papers presented, but we are sure that if teachers generally would interest themselves in such subjects as were here discussed, more than they do, they would be greatly benefitted. Even if every thought presented be not accepted, if not one even be received, the discussions, taking a wider range than teachers are required to pursue in their regular work, would open new fields of thought, and give breadth and strength to their mental efforts, if they would become interested in them.

SPELLING.

We would call attention to an article in this number on spelling. It is from a practical teacher, who has long made that subject a specialty. We heartily endorse his views, and recommend them to teachers generally.

Poor spelling is an inexcusable fault; for we are creatures of habit, and will do, when old, what we were accustomed to do when young. So, in this, we will spell as we are accustomed to think of and use words. If children are required to use, in sentences, the words they read and speak, they soon spell them correctly. The use of capitals and marks of punctuation can also be learned in connection with every-day school work, so that when in the higher classes, pupils may be able to write at dictation any sentence with entire accuracy. Even teachers, probably a majority of them, would be unable to do this; if so, it shows the great need of reform in our present methods of teaching spelling, and the manner of writing the language.

PRINTERS' ERRORS.

No one has ever written for the press who has not had his righteous soul vexed within him by the curious freaks of the type. Not infrequently these blunders escape the notice of the most careful proof-reader, and rise up to confront him, and the unfortunate author, on the finished page.

In the first of Dr. J. A. Sewall's papers upon health, the one upon AIR, published in THE SCHOOLMASTER for February, 1870, the author was made to appear responsible for the following brilliant statement: "If a man would live comfortably, he must have *health*, food and sleep; these three, but the greatest of these is *health*." Substitute the word *breath* for *health* and the statement stands as written. But, lo! a sapient medical critic, in a newspaper communication, pounces upon and tears in tatters (metaphorically) this most nonsensical remark, doubtless scenting in it a heresy of vast moment.

*TREE-PLANTING OF THE NORMAL GRADUATES
OF 1870.*

On the afternoon of May 19, an interesting ceremony took place on the grounds in front of the Normal University. The members of the graduating class of 1870, numbering many more than any previous class, assembled to plant their class-tree. A vigorous young oak had been selected for the purpose. After prayer by Rev. Mr. Wilkin and a speech by President Edwards, the roll of the class was called, each one stepping forward, at the sound of his or her name, and depositing a shovelful of earth upon the roots of the tree. Speeches followed, by Miss M. T. Kimberly, Duff Haynie, and B. W. Baker, appropriate to the occasion, as also a poem, for the most part humorous in style, by Miss Nellie H. Galusha. Exercising the prophetic power, the writer portrayed, briefly, the future of each one of the class, and her happy hits were heartily applauded by the large company present. Speeches were made in response to calls, by Profs. Sewall and Stetson, Mr. E. A. Gove, and President Edwards.

The occasion was an exceedingly pleasant one, and we trust "will be recorded as a precedent" for other classes.

What better memento can a class leave behind it than a beautiful and vigorous tree—"a thing of beauty and a joy forever?"

NORMAL GRADUATES OF 1870.

THE names of the candidates for graduation, from the Illinois Normal University, at the Commencement, June 23, are as follows:

Louesa C. Allen, Harristown, Macon Co.; Barbara Denning, Tonica, La Salle; Alice Emmons, Beardstown, Cass; Cara E. Higby, Momence, Kankakee; Emma Howard, Rock Island, Rock Island; Margaret E. Hunter, Bloom, Cook; Maria L. Kimberly, Bloomington, McLean; Mary D. LeBaron, Oneida, Knox; Letitia A. Mason, Norinan, McLean; Adella Nance, Kewanee, Henry; Adelaide V. Rutherford, Girard, Macoupin; Fannie Smith, Granger County, Tennessee; Armada S. Thomas, Atlanta, Logan; Marion E. Weed, Bloomington, McLean—14.

Benjamin W. Baker, Hutton, Coles; Joseph Carter, Forest Station, Livingston; Robert A. Childs, Flora, Boone; James W. Dewell, Barry, Pike; R. Arthur Edwards, Normal, McLean; Samuel W. Garman, West Point, Stephenson; John W. Gibson, Dement, Ogle; Benjamin Hunter, Rockford, Winnebago; John W. Lummis, Gilmer, Adams; Charles D. Mariner, Rockford, Winnebago; John H. Parr, Granville, Putnam; Levi T. Regan, Lincoln, Logan; Wade H. Richardson, Gridley, McLean; John W. Smith, Pontiac, Livingston—14.

HIGH SCHOOL.

Almira A. Bacon, Oregon, Ogle; Nellie H. Galusha, Morris, Grundy; James Burry, Montreal, Canada; W. Duff Haynie, Normal, McLean; William H. Smith, Normal, McLean—5.

<i>Ladies</i>	16
<i>Gentlemen</i>	17
<i>Total</i>	33
<i>Whole No. Normal graduates up to date</i>	118
<i>Ladies</i>	61
<i>Gentlemen</i>	57

Deceased.—Ladies, 3; Gentlemen, 2. Total, 5.

Of the 113 who survive, the majority are actively engaged in teaching. With the present class, the entire number of graduates will reach 150, giving an average of 15 for each of the ten classes graduated.

The birthday of the Normal University was October 5, 1857. The institution is, therefore, well advanced in its thirteenth year.

EDUCATIONAL INTELLIGENCE.

CHICAGO.—The schools close July 1. A class of forty-five graduates from the High School, eleven of whom are boys. The Normal School sends out nineteen young ladies to become teachers. Examination of candidates for High School took place on Thursday, June 23. At a late meeting of the Board of Education, a rule was adopted providing one teacher for every forty-eight pupils in the Grammar Department, and one for every sixty in the Primary. The salaries of Principals of the District schools and male teachers of the High School, were reduced \$200. Teachers in the Primary Department had theirs raised \$100. Amount saved by reducing salaries, about \$6,000; increased expen-

diture by increase of salaries, from \$20,000 to \$25,000. Should the apportionment of teachers according to the above rule operate as it seems probable, the number of teachers will be somewhat increased without an increase of school accommodation; if so, this will still further increase the expense. During the winter, a test of the expense of heating by direct radiation and indirect radiation with fan was made, which showed the following result: cost of fuel by direct radiation, per pupil, for the year, \$1.15; by indirect and fan, \$1.50. Cost of heating apparatus by direct radiation, per pupil, \$3.17; by indirect, \$10.30.

NEW YORK.—An effort has recently been made to repeal the action of the Board of Education prohibiting corporal punishment, but the subject was recommitted to the committee with authority to report some substitute. It has been determined to lengthen the summer vacation one week. It is stated that there are but five thousand vagrant children (who do not go to school) in the city. [We have seen the number estimated at about twenty thousand.—ED.]

PRINCETON, ILL.—A class of seventeen graduated from the High School this year, the first class graduation from the school. The closing exercises were highly creditable.

DECATUR, ILL.—The Fourth Annual Commencement of the High School occurred June 10. The graduating class did credit to themselves and their teachers.

WISCONSIN PROGRAMME OF THE STATE ASSOCIATION AT WATERTOWN,

JULY 12, 13 AND 14.

TUESDAY EVENING, JULY 12TH.

Addresses of Welcome, Gen. H. Bertram, Mayor.	The Education Needed by the American People,
L. Scofield, Esq., Prest. Bd. Ed.	R. Edwards, Normal, Ill.

WEDNESDAY MORNING.

Address President.	Literary Culture Not in Text Books.
Reports of Standing Committees.....	S. S. Rockwood, Milton.
	Institute Exercise—Reading.....R. Edwards.

AFTERNOON.

Mental Culture and Refinement, H. A. Brown,	Discussion—How Shall the Teaching Force be
Waupun.	Strengthened and Renewed, I. N. Stewart
Institute Exercise—Orthæpy, R. Graham,	Waukesha.
Kenosha.	

EVENING.

Relation of Public Schools to our Civilization, E. O. Haven, Evanston, Ill.

THURSDAY MORNING.

Geography One of the Common Branches,	Institute Exercise—Vocal Music,
T. Bernhard, Watertown.	O. Blackman, Chicago.
Discussion—Educational Policy in the State	The Nature and Training the Teacher Needs,
	G. S. Albee, Racine.
Mathematics.....J. T. Lovewell, Whitewater.	

AFTERNOON.

The Influence of Public Schools Upon Morals,	Injurious Teaching, W. E. Merriman, Ripon.
A. Everett, Oshkosh.	Kindergarten versus Ignorant Attempts.
Institute Exercise.....C. H. Allen, Platteville.	Elizabeth P. Peabody, Cambridge, Mass.

EVENING.

American Institutions and What Made Them, C. G. Williams, Janesville.

The following items will be of some interest:

Jersey City has 45 weeks in the school year. San Francisco, Lowell and Patterson have 44. Cambridge has 43. Rochester, Albany, Newark, Milwaukee, Louisville, Baltimore, Cincinnati and Boston have 42. Cleveland, Providence and Worcester 41. Chicago, St. Louis, Detroit, Springfield (Mass.), Syracuse, New Haven, Columbus, Toledo, St. Paul, Indianapolis, St. Joseph, New Albany, Burlington (Iowa), Pittsburg and Ft. Wayne, 40.

RECORD OF ATTENDANCE FOR MAY.

	Number Enrolled.	Average number Belonging.	Average Daily Attendance.	Per cent. of attendance on av. No. belonging.	No. Tardy.
Chicago, Ill.....	28,709	25,877	24,939	96.4	4,501
Bloomington, Ill.....	1,750	1,648	1,591	89.5	72
Decatur, Ill.....	1,434	1,255	1,160	92.4	227
Aurora, Ill.....	1,386	1,338	1,189	89.	123
Ottawa, Ill.....	1,298			96.8	132
Rock Island, Ill.....		894	826	92.4	456
Peru, Ill.....	729	697	657	94.3	46
Kankakee, Ill.....		635	580	91.3	353
Racine, Wis.....	2,098	1,575	1,459	92.7	283
Madison, Wis.....		1,132	1,069	96.1	378

AURORA, ILL.—Number not absent or tardy for the month, 419. During the same month in 1869 the attendance was 87.3. Number tardy, 276. The number pupils in public schools was only about 100 less last year than this.

OTTAWA, ILL.—Number not absent or tardy for the month, 610; in 1869, 474; in 1868, 216. Per cent. of attendance for May, 1869, 96; for May, 1868, 89.8. Number of pupils have increased about 100 since last year.

KANKAKEE, ILL.—The new building is completed and occupied. Irregularities of attendances are much corrected thereby. Greatest number tardy reported by one teacher, 63; least number, 6.

RACINE, WIS.—Number of departments in the city, 25. Number of teachers employed, 31. School population (between 4 and 20 years of age), 3358. Enrolled in private schools, about 500.

MADISON, WIS.—The Superintendent keeps a very important record in connection with the above—the number of lessons lost by absence and tardiness. For the month it amounted to 3946. Per cent. of punctuality, 99.1.

BOOK NOTICES.

Chambers' Encyclopædia. A Dictionary of Universal Knowledge for the People. Revised Edition of 1870, with Maps, Plates and Engravings. J. B. LIPPINCOTT & Co., PHILADELPHIA.

This edition is to be issued in parts as rapidly as the work can be satisfactorily done. Eighty parts will complete the edition, and will make ten large volumes of eight hundred and thirty pages each. At the first glance, one is attracted by the illustrations, the superior quality of paper and the clear type. The cuts and plates form a valuable and important feature of the work. In comparing the quantity of matter contained in a volume of this and one of the American Cyclopædia, we find one-third more in the former than the latter. The ten will therefore be equal to nearly fourteen of the American. The matter is concise and exact, minute yet condensed, and forms a most valuable reference for the teacher and general reader. Its scope is universal, giving accurate and comprehensive instruction upon all subjects. It brings to us the knowledge of the past and present, carefully discriminates between the important and the unimportant, and is an invaluable compend of existing knowledge. Teachers who desire a library and are unable to procure treatises upon the different branches of knowledge, will find this a work of condensed treatises, and valuable to them as scholars as well as teachers. The scientific subjects are carefully treated and brought down to present investigations. Its price brings it within the reach of all.

Appleton's Journal of Literature, Science and Art. APPLETON & Co., New York.

This excellent periodical comes to our table regularly, and contains reading matter that cannot fail to entertain and instruct all who read it. Each number contains biographical, scientific, historical or descriptive articles, besides serials from the pens of the most popular writers of the day.

Our Young Folks. A Monthly for Boys and Girls. FIELDS, OSGOOD & Co., Boston.

A welcome place is made for this monthly, for we have not outgrown our boyhood. It contains choice and healthy reading for all youngsters, and gives them a great deal of information and no little occupation and amusement. If it could take the place of some of our stale readers as a reading book in the school room, it would beget some enthusiasm, and do much good. We would recommend it to teachers and boards of education for such use.

PUBLISHER'S DEPARTMENT.

A CHARMING BOOK.—Foremost among those old stories which have served to excite the mirth of successive generations of school-children, stands the time-honored tale of the Scotchman who was found, by a friend, pouring over the pages of the dictionary, and on being asked how he liked it, replied, "O, weel, the stories are braw, but they are unco short."

But the dictionary of to-day is as unlike that of twenty years ago as the butterfly is unlike the worm. It has burst from its former dull respectability into the glory of a picture gallery. In learning, in extent, in every thing, it has made a vast advance; but with its *illustrations* it enters a new sphere of attractiveness.

A relative of mine, who prides himself upon his fine collection of books, drove up to my door the other day. I asked him to step into the "library." His eyes opened a little, I fancied, with an amused look, as if he wondered whether I, with my meager salary, was going to set up a rivalry with him.

He entered the room, looked around with some apparent surprise, and said, "Library?" "Certainly," said I. "Where are the books?" "Here," said I, pointing to "Webster," which stood proudly on a shelf, alone, for the reason that I had nothing to place beside it. "Many volumes in one." "What have you on


botany?" said he. "Webster," I replied, "with illustrations of all the various plants." "What have you on mechanics?" "Webster," said I, and I turned to the engraving of the turbine wheel, and of various other machines. "Well," said he, "you have, to be sure, in Webster, a smattering of almost every thing, but I have you now. Let's see your authorities on mythology." I turned the pages of Webster and showed him the pictures of the noted characters of mythology, and sketches of their lives. "I believe, after all," said he laughing, "that you have a library."

And really, my Webster is a wonder to every one who examines it for the first time. The horse-fancier is pleased to find a clear picture of his favorite animal, marking out the pastern, withers, and other parts known only to horsemen. My second boy, who reads South Africa adventures and goes to hear Du Chaillu, is delighted to have a representation of the kleeneboc and gorilla, and of many animals peculiar to Dr. Livingston. If Silhouettes are in vogue, we are able to see an example of them in the dictionary, with a good account of the history of the word. When we are reading of the crusades, we find pictures of the knights as they appeared in the holy wars. The narrative of the French Revolution is helped out by a picture of the guillotine. The amateur fisherman recognizes in the pages of Webster the familiar countenance of the cod, halibut, and blue-fish, as well as of many less famous inhabitants of the deep. The terms of architecture, which constantly occur in our reading, are explained by pictures of the different parts, of building, in all the various styles, of the present and other periods. The boy who is hankering after a boat—and what boy is not?—is delighted to find a five-inch engraving of a ship, with explanations of all the parts, and when his attention is called, as it always is, to water-wheels, he finds all he wants in Webster.

Indeed the book gives us, in many instances, more than we ask. When we look for fillibeg, we find not only a picture of that article of dress, but a full-length Scotchman, who appears to display the fillibeg in actual use. Under the head of "Shepherd's Crook," we are treated to an engraving not only of the crook, but of the traditional shepherd also, with several sheep and the usual village spire visible beyond a flowery mead.

Whenever, now, I see a friend out shopping, I ask him what he wants. If it is a picture-book for Edward, I direct his attention to Webster. If it is an encyclopædia for uncle James, I point him to Webster. If it is something to please an invalid, I recommend Webster. If it is a Christmas present for his wife, I urge him to get Webster, Webster unabridged and illustrated. It is a never-failing delight to every one.—*Cor. Christ. Era.*

SALES OF BOOKS AT THE WEST.—The entire book trade of Chicago, including that small portion of the stationery trade which is done by the book houses, nearly reaches \$3,000,000 per year. Of the unabridged dictionaries, Griggs & Co. sell annually, 1,000 copies of Webster, and about 25 of Worcester.—*Chicago Evening Post*, Oct. 19, 1869.

 **SEE ADVERTISEMENT** for Chambers' Encyclopædia. Agents wanted during the summer vacation.

UNFORTUNATELY BORN WITH NERVES.—The "busy hum of labor" is a poetical idea enough, but, unfortunately, some of us are born with *nerves*; and I confess that the monotonous whir, *whir*, WHIR, of a Sewing Machine in the house, has, sometimes, sent me out of it. I have often wondered if this could not be remedied without impairing its usefulness. This I find you have succeeded in doing. I have lately been making trial of one of the "Silent Sewing Machines"—the *name* attracted me—"Silent!" I find that one can easily listen to reading while operating it. This seems to me a great gain on all that have preceded it. For all the reasons above stated I give my hearty preference to the "Wilcox & Gibbs Silent Sewing Machine."—*Fanny Fern*.

THE CHICAGO BUSINESS INSTITUTE.—Mr. H. B. Bryant, one of the original founders of the well-known Bryant & Stratton system of commercial education, and for several years sole proprietor of the Chicago institute, has associated with him Mr. L. A. Chase and Mr. J. G. Spencer. Both these gentlemen have had a large and valuable business experience, and have tested, practically, the benefits of the

business institute of which they are graduates; the former as connected with large business houses in Boston and the West, and the latter as head bookkeeper, for six years, in a prominent wholesale house in Chicago. As active managers of the Chicago Business Institute, they will contribute to its already prominent and prosperous condition. The firm will henceforth be Bryant, Chase & Spencer. They will also continue the publication of *The Chicago Courier*, a journal devoted to commerce, finance and education, which contains full information concerning the college. Send for a copy.—*Chicago Tribune*, May 3d.

From the foregoing we learn that our friend, Loring A. Chase, well known as a student at the Normal University for his intellectual superiority and marked business capacity, has been admitted as a partner in the Chicago Business Institute, one of the most successful institutions of the kind in the country. A business institute we understand to bear the same relation to the business world as the law school to the legal world, the theological school to the religious world, and the normal school to the educational world. It has, therefore, emphatically, *a right to be*, and that so many institutions of the kind have proved failures, is to be attributed, not to the fact that there was no necessity for their existence, but to the injudicious management of their proprietors.

The long and successful career of Mr. H. B. Bryant, the founder of the Chicago Business Institute, testifies to the efficiency of his establishment. We congratulate him upon securing so able and worthy a coadjutor, in the person of our friend Chase, and bespeak for both the success which they deserve.

For particulars of the Institute, send for *The Chicago Courier*, an ably conducted business journal, published monthly by the Institute.

WAIT FOR THE BEST.

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—OF—

COMPOSITION AND RHETORIC,

—BY—

JOHN S. HART, LL.D.,

Author of "In the School Room," Prin. of New Jersey State Normal School, and formerly
Prin. of Central High School, Philadelphia.

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
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
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
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
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THE SCHOOLMASTER.

A Journal of Educational Literature and News.

VOLUME III.

AUGUST 15, 1870.

NUMBER 27.

WHAT SHALL BE THE CHARACTER OF OUR INSTRUCTION?

To develop a man into the fullness of conscious and active life, to give him the power at any time to use his own matured and skilled force, and to teach him how he may most benefit both himself and society, ought to be the problem to be wrought out in the instruction of every child. Men should not only know and feel the truth, but be brought to know how, when and where to proclaim it. A man is worth infinitely more than anything that he can do; his life is above and beyond his livelihood, and hence that system or plan of culture which is at once and always in the direction of and suggested by the natural tendencies and demands of his nature, and which conform to the law of his being, is vastly more profitable than any method that especially fits him to become a machinist merely, an artist, or any other artificer or workman that you will.

What, then, and how shall we teach? Do our schools produce men self-poised, directing and moulding human agencies at will, or do they send forth machines, to be set up in position and run at pleasure by other human forces more subtle? Shall we educate into the eternal principle of truth, or shall our places of learning continue to be, as they too often are, mere propagators of prejudice, error and bigotry, because we aim to give a so-called preparation for the more practical avocations of life? What really is the best preparation for these practical pursuits, if it be not that which makes a man a skillful winnow of the truth in all his relations? Power comes of rounded development, and he who renders the most profitable service to mankind, and pays to society the largest tribute, is he who steps into full manhood panoplied with a character

wrought into unity by reason of every faculty being disciplined in the most perfect accord, his mental powers so trained to act at will with a purpose and decision, that no emergency of his life finds him unguarded. It is hardly safe to give a child's mind and character any specific bias as a preparation for any calling of life, so frequently are the fondest purposes cherished in childhood and youth entirely changed by powerful circumstances, or ignored in other and later ambitions; and life is too short for more than one such experiment. Furthermore, that business on which a man's livelihood depends, is not, and ought not to be, the main purpose of his life, neither as to the preparation nor the work itself. Something infinitely better than his material support is what gives the estimate of the man, and lies deeper in its preparation, and immeasurably higher in its outgoing. We see and know the man in the self-culture that carries him into the realms of thought, rather than in his occupation. Charles Lamb was not the corporation clerk, but the man of deep thought, striving with humor, the writer of original genius, of rare fancy and unsurpassed elegance of expression, and the felicitous author of "Essays of Elia." In youth, one's tastes, opinions and tendencies of character are unformed, unripe; and it is more than folly to map out a life-work for him. His faculties must be rounded into complete symmetry—he must absolutely know himself in all the bearings of his life—must possess a consciousness of his inclinations—the motives that actuate him for good—the checks that operate most efficiently against his success—his intellectual, esthetical, or moral basis; and this knowledge comes only from a constant test of his capabilities and the consequent evolution of power. The discoveries in science, and the wonderful advancement in the arts, are of great utility, because better opportunities are opened up for the education of the race, and because they furnish lessons that enrich mankind, and assist man to his highest attainable limit. But these results, converted as they are and ought to be into appliances for public good, are wrought out by men whose whole lives have been a preparation for an irresistible manifestation of power, which just here found its opportunity—by men whose energies were gathering during the years into a focalized strength, and who wrested the solution of the problem that lay just where, by a skillful touch, it broke its long silence. Society and the race are largely the debtors of such men. There is probably nothing new under the sun, but subtle mental force works new shapes and reconstructs the old into new forms. Generations are ever engaged in the search after truth—the truth in everything—the truth in the life that now is and that which is to come. We are concerned in ascertaining what is to *be* rather than what we are to *do*.

Let it not be understood that no preparation, as such, is necessary in any of the avocations of life; on the contrary, the professions and different departments of human industry are in themselves special, and call for careful and thorough training; but, after all, the most that may be said is, that it is but a top-dressing, a rounding off or polishing of the power into which the individual has grown. The *man* must be educated and built up as such, before it is either wise or profitable to convert him into an *artist*. It is the man within that constitutes the subtle reasoner, the profound thinker, the masterly dialectician, the erudite philosopher, or the teacher of mankind. Hugh Miller was not the mere worker in stone; his vision rested upon the foundations of the earth, and there were chapters among the rocks open to him that were never suspected by his fellow-laborers. Spinoza did not find his career in the dingy work-room, grinding optical lenses, but in the "Ethica," that wonderful production of a patient and toiling brain. A man can neither speak nor show his manhood in his daily life, who is not conscious that the years which have been his have done their most to enrich him with a wealth of mental power, and given him some assurance that he is called to proclaim the truth.

Another argument for the harmonious and complete development of the whole man is, that it is a promoter of virtue—a safeguard against evil. It produces self-respect, and self-respect is always a power for good. A man whose self-respect is thoroughly awakened, rarely yields to the temptations of the hour. He is clothed as with an invulnerable coat of mail, secure against all forms of venality and corruption. He is always found with feelings and judgment; in fact, his whole character is cast on the side of integrity and justice. The social compact is more firmly knit, as he comes into it, with lines of attractive force, radiating in every direction. The best, and about all that our schools can do, is to cultivate the power to think; that is, to use at pleasure every faculty of one's nature—to cast into one line of thought or action all the gathered energies; here to touch with delicacy and skill; there to convulse to the centre by the application of tremendous power. The schools need do no more; they cannot do more, for the rest that comes to man is from within. The man is made, and he needs but the objects upon which to expend his energies. Now, and now only, is he ready for that work which shall be his for time, and who shall say not for eternity? He has now received the most efficient preparation for every possible contingency of his manhood. He is left defenceless against invasion from no quarter. He has now that symmetry of growth that alone satisfies his immortal nature.

K.

TEACHERS' MANNER IN THE SCHOOL-ROOM.

BY RUTH WALLACE.

Let me say a few words in regard to the *manner* of primary teachers. I refer particularly to those having charge of the youngest ones in our schools. It seems to me that many teachers are positively cruel, not directly, in their treatment of the little ones, but indirectly in the atmosphere by which they surround them. Children are but human; in fact, most of them have their angelic propensities but very slightly developed; and if teachers cannot realize this, and be prepared to meet a great amount of naughtiness and dullness with a corresponding amount of forbearance, they had very much better seek another field of labor.

The other day I entered a school-room, and perceived at once that sunshine and happiness formed no part of the school. The teacher seemed bent on getting the greatest possible amount of work from the disconsolate little six-year-olds, and inclined to repay them with the least possible amount of pleasure. There they stood like uneasy automatons (if that be possible), vainly trying to feel an absorbing interest in the fact that "seven marks plus five marks are twelve marks;" and there stood the teacher steadily reiterating the axiom. The children evidently regarded her as some grim ogre, into whose power they had been given; and the supposition seemed quite probable, considering "the grave and stern decorum of the countenance she wore." By-and-by one little colored girl dared hope that she had mastered the point, and her hand came up slowly and sleepily; but the teacher, engaged in drilling it into other members of the class, did not heed her, and she stood vigorously chewing a corner of her apron, and wistfully rolling up her great eyes toward the teacher, who was perfectly regardless of the little dusky hand reached out to show that at last the child "had the answer." Now, I contend that teachers have no *right* to thus bore and irritate children; and if they cannot make school-work interesting and full of life, the school-room is no place for them.

NOT to be impulsive—not to be spurred hither and thither by each desire that in turn comes uppermost; but to be self-restrained, self-balanced, governed by the joint discussion of the feelings in council assembled, before whom every action shall have been fully debated and calmly determined—this it is which education—moral education at least—strives to produce.—*Spencer*.

SPELLING.

In the last number it was shown that the text-books used by pupils are the only proper spelling-books. In this some suggestions are given as to the methods in which spelling may be taught.

It should not be thought, however, that all can become equally good spellers, any more than equally good readers or mathematicians. Nor should any teacher think there is an easy and luxurious road by which they may bring their pupils to the desired end; it must be by hard and intelligently directed labor. In this, as in everything else desirable, "there is no excellence without great labor." The whole method is based on a most obvious principle: that is best learned and longest remembered which is used as soon as committed.

The class have a reading-book, for example. Assign half a page for one lesson, showing them how to study it, and telling them what will be expected of them. They are told to read the sentences over very carefully, looking out the meaning of every word not already known. If the pupils are young, the teacher may profitably study it with them, asking about the meaning of sentences and words, and developing an understanding of them from the pupils. They are then required to copy accurately the lesson, every capital and mark of punctuation included. Words are afterward selected from the lesson for them to embody in sentences, which sentences may be given orally or in writing, and then every word spelled in the order in which it occurs in the sentence. From these sentences words may be selected for oral or written spelling at dictation. A list of misspelled words should be kept by the teacher, and occasionally given as a lesson. No page should be left till every word can be properly used and correctly spelled. They should be required to write every word, that their eyes may become habituated to their correct form and the order of succession of the letters. After they have had some drill in this work, and acquired some intelligence upon a few subjects, they should be required to frame sentences and write short compositions upon those subjects, that their use of words and spelling may be tested.

If this be deemed too much work, spell orally and by writing, most of the words in the assigned lessons, requiring oral expressions containing many of the words, that their ability to use them may be known. Occasionally place a few selected from the last three or four lessons on the board, and require written sentences containing them properly used. It will be found to repay largely, if persisted in, and pupils will soon learn their other lessons better, because of the better understanding of the lan-

guage employed in them. These spelling lessons should not be confined to the reader, but should be given from every text book.

After pupils have become accustomed to this method of studying spelling, take a few of the most common roots, and show how words are formed from them. Give them one, and ask them to bring to their next spelling recitation as many words as possible formed from that root, with a sentence in which each derivative is correctly used. If the teacher has never tried it, his astonishment will be great at the enthusiasm awakened by it and the intelligence displayed by the children. It will be seen that a little daily practice of this kind, continued through a course of study, will make good spellers, and not only that, but good linguists also. Spelling conducted in such a way will make intelligent pupils, and give them no inconsiderable mental discipline. Compare this method with that of learning by rote the columns of a speller, the meaning and use of not one word of which is learned, and the superiority of the one suggested will at once be seen.

It will be said that this course will keep them back in reading; but, if properly pursued, it will aid in making intelligent readers. There certainly can be no advantage to the pupil to pronounce the words of a sentence, as a reading exercise, till he knows the import of it, and preceding the reading lesson with some exercise of this kind will necessitate an understanding of the sentence.—ED.

CHARLES LAMB'S SCHOOLMASTER.

Gentle Charles Lamb puts these words into the mouth of a "sensible man," a member of the teachers' profession:

"Persons in my situation are more to be pitied than can be well imagined. We are surrounded by young, and, consequently, ardently-affectionate hearts, but *we* can never hope to share an atom of their affections. The relation of master and pupil forbids this. 'How pleasing this must be to you; how I envy you your feelings!' my friends will sometimes say to me, when they see young men whom I have educated, return, after some years' absence from school—their eyes shining with pleasure while they shake hands with their old master; bringing a present of game to me, or a toy to my wife, and thanking me in the warmest terms for my care of their education. A holiday is begged for the boys; the house is a scene of happiness; I, only, am sad at heart. This fine-

spirited, warm-hearted youth, who fancies he repays his master with gratitude for the care of his boyish years—this young man—in the eight long years I watched over him with a parent's anxiety, never could repay me with one look of genuine feeling. He was proud, when I praised; he was submissive, when I reprov'd him; but he did never *love* me—and what he now mistakes for gratitude and kindness for me, is but the pleasant sensation which all persons feel at revisiting the scenes of their boyish hopes and fears; and the seeing on equal terms of the man they were accustomed to look up to with reverence."

Is there not too much truth in this theory of the genial humorist? Is it not too often a fact, that, in order to make our pupils "stand high," our "government" strong, and our "order" good, we assume a length of visage—an austerity of demeanor and a "dignity" of manner that very effectually makes our children "proud," when praised—that not so effectually makes them submissive when reprov'd—but very uniformly makes them loving—never? May we not afford to sacrifice some portion of the standing of our schools, which "reports," casual visitors, and exhibitions publish to the world, for the sake of obtaining the affections of our pupils? Are not the repentant tears of the sorely-try'd pupil an adequate compensation for the fault in "attendance," or "scholarship," or "deportment"? Ought we not to be willing that a little be subtracted from the reputation of our schools when much is added to the goodness, and the truth, and the humanity of our pupils?

That we can never hope to share an atom of our pupils' affections, because the relation of master and pupil forbids it, is a proposition whose truth we are very reluctant to admit; and yet we are as reluctantly compelled to admit that the teacher who is cold and unsympathetic, whose manner is suggestive of anything but affection, succeeds best in securing that high scholarship which enables his pupil to say that he "can orderly decline his noun and his verb." It may be that this coldness and rigid exclusion of sympathy, and this imposing dignity, may repel many who might otherwise be attracted; may drive away from school, and thus from paths of honor and rectitude, though anxious parents grieve in vain, and angels may well weep, dull children, that might have been made to feel the superiority of patiently-acquired accomplishments to the charms of original genius; proud children, whose haughty spirits could not brook seeming neglect or indifference, but who might have been changed into spirited advocates of the right, even through bitter tears of humiliation. Bitter tears, but saving, because evoked by the perception and acknowledgment of a besetting sin; neglected and perverse children, whose strong passions ruffle the even tenor of our way, it is true, but who once

won to virtue, would have added a double strength to her cause, by the support of their own strong hopes, and rich enthusiasms, and earnest labors, and by the loss of all these which vice would sustain. To compensate for all this the "scholarship" will be high, the "order" will be irreproachable, the teacher will be a model of "dignity," and "monarch of all he surveys."

We can not agree with Charles Lamb's schoolmaster. The relation of master and pupil does not forbid *us* to "share an atom of *their* affections." Of course by affection, here, is not meant the sickly sentimentalism of the novelist. The teacher who fails to secure the affectionate regard and confidence of his pupils, though he may cultivate their memories, and in cowardly natures, the sentiment of fear, will yet make but little progress in true intellectual or moral development.

If this theory were true, the teacher's would indeed be the most thankless of earth's occupations. What position can be conceived so destitute of happiness as that of one who, for a mere pittance, as compared with the compensation received by those of equal ability in other avocations, imposes on the better and kinder feelings of his nature, abstinence from enjoyment! What spectacle can be imagined more worthy of pity, than that of a person bearing day by day the weighty burden of a hypocritical "dignity"! What reflection so well calculated to awaken feelings of bitter remorse, as that we have been instrumental in turning away from honor, and duty, and happiness, many whose love and confidence we might have won, and whom we might thus have elevated and ennobled!

These accusing thoughts do not intrude upon the attention of the true teacher. His work is *not* a thankless work. The saddest sight of human depravity has in it an element of satisfaction to him. It reminds him of some he has saved. And the saved know it. The grasp of the hand, and the look of gratitude, inexpressed and inexpressible in words, convey to him a richer reward than is known to many of earth's children. The relation of master and pupil is a relation that imperatively demands, for the happiness of both, that they share each other's affections.

EIZNIK.

SYMPATHY can be strengthened only by exercise. No faculty whatever will grow, save by the performance of its spiritual function—a muscle by contraction; the intellect, by perceiving and thinking; a moral sentiment by feeling. Sympathy, therefore, can be increased only by exciting sympathetic emotions. A selfish child is to be rendered less selfish, only by arousing in it a fellow-feeling with the desire of others. If this is not done, nothing is done.—*Spencer*.

THE DESTRUCTION OF INDIVIDUALITY IN CHILDREN.

The destruction of individuality begins in the earliest childhood. As soon as the boy and girl can fairly walk and talk, they are sent to the public school. I never think of a public school without being thankful that the business of teaching has improved so much as it has since I went to a public school. But schools are still far from perfect, and the most hideous thing about them is the perfect system which there is in them. No prison or penitentiary makes so sad an impression upon me as the primary department of a public school. Sixty children in a room, all sitting straight up, arms folded, eyes forward, ready to move at the nod of the teacher, and kept there five days in the week, for six hours each day, looking as though they were so many loggerheads, each waiting for its turn in the machine. The bell taps, all rise; again, all step out; again, all step forward; a nod, arms rise; another, arms fall; another, arms behind; another, arms as at first.

The public school system does not know individuals. There is nothing but units and numbers recognized in it. It is no fault of the teachers. They are in fact the only ameliorating incident in the schools. The perfectness of the system cannot quite reduce a teacher to a mere speaking machine; and as the pupils grow older they inevitably display more of their individuality, and break away from the system. I am sometimes very strongly impressed with the thought that it ought to be a crime for a woman to send her child to a public school before it is ten years old. The individuality of the child in early years is young and tender, and easily destroyed. But it cannot be cared for when two teachers have the care of sixty or seventy children. Providence gives the child into the hands of the mother. One woman can care for six or ten, and give them free activity. We shall never improve upon the ways of Providence in that respect; and we shall never have the highest type of men and women until the mother herself attends to the early education of her own children.

I consider it a great misfortune for a child to be put into a public school before it is ten years old; and I have no doubt that people who have children will find that out at some time. In a proper conception of education, it will be understood and affirmed that no two children can sit alike or study alike, any more than they can look alike. The variety of features are signs of varieties in life. Everything which overlooks those varieties is defective; everything which tends to destroy those varieties is

a violation of the spirit of the sixth commandment. The public school system endeavors to hide all the individuals "among the stuff" of its mechanical and worldly orderliness. But the true teacher sees at once that nature's method is to work by infinite variety. This systematic method produces its effect on the teachers themselves, so that we call people schoolmasterish sometimes—meaning by it that they have a kind of systematic and dogmatic way of saying and doing things.

The true teacher, however, ought to be the freshest person in the world, because he ought never to do a thing twice alike, or say a thing twice alike, but to adapt himself to the infinitely varied activity of the mind of the pupil.

This system of the public school is the first strong and persistent attack which our time makes upon individuality—the first thoroughly organized attempt to "hide men among stuff."—REV. E. W. MUNDY.

HEAD-WORK BEFORE HAND-WORK.

Our old universities are struggling against these absurdities. Yet, when we look at the work which they, on their side are doing, it is scarcely more satisfactory. A young man going to Oxford learns the same things which were taught there two centuries ago; but, unlike the old scholars, he learns no lessons of poverty along with it. In his three years' course he will have tasted luxuries unknown to him at home, and contracted habits of self-indulgence which make subsequent hardships unbearable; while his antiquated knowledge, such as it is, has fallen out of the market; there is no demand for him; he is not sustained by the respect of the world, which finds him ignorant of everything in which it is interested. He is called educated; yet, if circumstances throw him on his own resources, he cannot earn a sixpence for himself. An Oxford education fits a man extremely well for the trade of gentleman. I do not know for what other trade it does fit him as at present constituted. More than one man, who has taken high honor there, who has learnt faithfully all that the university undertakes to teach him, has been seen in these late years, breaking stones upon a road in Australia. This was all which he was found to be fit for when brought in contact with the primary realities of things.

It has become necessary to alter all this; but how and in what direction? If I go into modern model schools, I find first of all the three R's, about which we are all agreed; I find next the old Latin and Greek, which the schools must keep to while the universities confine their honors to these; and then, by way of keeping up with the times, "abridgments," "text-books," "elements," or whatever else they are called, of a mixed multitude of matters, history, physiology, chronology, geology, political economy, and I know not what besides; general knowledge, which in my experience, means general ignorance; stuff arranged admirably for one purpose, and one purpose only—to make a show in examinations. To cram a lad's mind with infinite names of things which he never handled, places which he never saw or will see, statements of facts which he cannot possibly understand, and must remain merely words to him—this, in my opinion, is like loading his stomach with marbles; for bread, giving him a stone.

It is wonderful what a quantity of things of this kind a quick boy will commit to memory; how smartly he will answer questions; how he will show off in school inspections, and delight the heart of his master. But what has been gained for the boy himself, let him carry this kind of thing as far he will, if, when he leaves school, he has to make his own living? Lord Brougham once said he hoped a time would come when every man in England would read Bacon. William Cobbett, that you may have heard of, said he would be contented if every man in England would eat bacon. People talk about enlarging the mind. Some years ago I attended a lecture on education in the Free Trade Hall, at Manchester. Seven or eight thousand people were present, and among the speakers was one of the most popular orators of the day. He talked in the usual way of the neglect of past generations, the benighted peasant, in whose besotted brain even thought was extinct, and whose sole spiritual instruction was the dull and dubious parson's sermon. Then came the contrasted picture; the broad river of modern discovery flowing through town and hamlet, science shining as an intellectual sun, and knowledge and justice, as her handmaids, redressing the wrongs and healing the miseries of mankind. Then, rapt with inspired frenzy, the musical voice, thrilling with transcendent emotion—"I seem," the orator said, "I seem to hear again the echo of that voice which rolled over the primeval chaos, saying, 'Let there be light.'"

As you may see a breeze of wind pass over standing corn, and every stalk bends and a long wave sweeps across the field, so all that listening multitude swayed and wavered under the words. Yet, in plain prose, what did this gentleman definitely mean? First and foremost, a man has

to earn his living, and all the 'ologies will not, of themselves, enable him to earn it. Light! yes, we do want light, but it must be light which will help us to work and find food, and clothes, and lodging, for ourselves. A modern school will undoubtedly sharpen the wits of a clever boy. He will go out into the world with the knowledge that there are a great many good things in it which it will be highly pleasant to get hold of; able, as yet, to do no one thing for which anybody will pay him, yet bent on pushing himself forward into the pleasant places, somehow. Some intelligent people think that this is a promising state of mind, that an ardent desire to better our position is the most powerful incentive that we can feel to energy and industry. A great political economist has defended the existence of a luxuriously-living, idle class, as supplying a motive for exertion to those who are less highly favored. They are like Olympian gods, condescending to show themselves in their Empyrean, and to say to their worshippers: "Make money, money enough, and you and your descendants shall become as we are, and shoot grouse and drink champagne all the days of your lives."

No doubt this would be a highly influential incitement to activity of a sort; only it must be remembered that there are many sorts of activity, and short, smooth cuts to wealth, as well as long, hilly roads. In civilized and artificial communities there are many ways, where fools have money and rogues want it, of effecting a change of possession. The process is at once an intellectual pleasure, extremely rapid, and every way more agreeable than dull mechanical labor. I doubt very much, indeed, whether the honesty of the country has been improved by the substitution so generally of mental education for industrial; and the three R's, if no industrial training has gone along with them, are apt, as Miss Nightingale observes, to produce a fourth R—of Rascaldom.

JAMES ANTHONY FROUDE.

IN every age, even among the heathen, the necessity has been felt of having good schoolmasters, in order to make anything respectable of a nation. But surely we are not to sit still and wait until they grow up of themselves. We can neither chop them out of wood, nor hew them out of stone. God will work no miracles to furnish that which we have means to provide; we must therefore apply our care and money to train up and make them.—*Martin Luther*.

INDUSTRY AND GENIUS.

ESTHER M. SPRAGUE.

Industry is a substitute for genius. Especially superior power of invention, or of origination of any kind, or of forming nice combinations, constitutes genius. Mozart's highly developed faculty of music, Shakespeare's rare ability of composition, Milton's ideality, Fulton's invention, rank them among the first and finest geniuses.

But usually a genius is understood to be a creature of such facility of mind that he can do anything without labor. He is eloquent without preparation, exact without calculation, and profound without reflection. Genius is supposed to receive knowledge as the mind receives dreams. But if such minds do actually exist, they flourish like the tender nursling plants of a hot-house, upon tempered heat and light, and bear but one set of forced blossoms which the gentlest zephyr wafts away into the land of the forgotten and useless. They are exotics, which adorn distant halls of learning and lead debates with magic eloquence. In one age, the representatives of this usually accepted order of geniuses affected a melancholy air of reserve, and excessive sensitiveness, were utterly lazy, and wore very long hair and very wide collars. Latterly, they have assumed the opposite extreme in manners and costume, but are equally conceited, affected, and disagreeable and useless.

But the employments of mankind, whether renowned or unknown, are in the main much the same; for the general business of life is made up of small affairs, which require diligence and judgment in their performance.

The genuine genius is rare, and rarely needed. Occasionally, the world demands such a one for the defense of some great and undeveloped truth, but where one such is wanted thousands are required to practice familiar truths. The majority of successful men and women, in art and science, in business and thrift, are so, not from being brilliant, but from the application of good judgment and industry. In the ordinary works of life, industry can do all that genius can, and some things which it can not.

Industry has sound reasoning, calm judgment, and firm muscle. It labors long and faithfully to elaborate what genius can only suggest. To industry is due all that is fine in art and literature. It brings knowledge, art, refinement, free as sunlight into every cottage by the way.

The world sees only results, and they are not so very different.

Processes are of no especial interest. Whether the end was attained by brilliant intuition, or by sturdy toil, is of no great consequence.

Genius needs industry, as much as industry needs genius. It is known that whatever a genius has projected, has been elaborated and made practical by industry. They need to dwell together in simplicity and truth, as nature teaches by myriad voiceless preachers, by her silent symbols, held up with hieroglyphic significance to such as will interpret.

The eagle dwells among lofty peaks and craggy battlements, because he was made to do so. Lowlands and marshes would stifle him. Then there are other birds which can only live in those places in which the eagle would perish; and again there are those, like the lark, which swing themselves aloft among the highest crags and revel in their wildness, but return again to some sweet nook for their homes. Thus some natures live in cold and lofty abstractions, which may dazzle, but never can warm or quicken into activity any other. Such minds, hurried by their own activity to distant views, neglect the truths that lie open before them.

In much solitude, there is danger of fostering sourness, and selfishness, and moodiness; but in a free, generous association with a multitude, a good, healthy feeling is excited. Our lives, in the main, have only to do with every-day necessities. We deal with common things in common ways. Our work is sometimes nobly, sometimes illy done. But regrets will neither make nor unmake us—nor our past, nor our future; and we learn in time even to regret our regrets. We stand by the past time as by an unknown tomb. We wonder who was laid therein; of what nature and disposition; what hopes and fears animated him; what experience of woes or joys; what successes or failures he encountered.

“As when a sea runs high, which a westerly wind hath awakened,
Wave upon wave to the land rolls in, with a boisterous uproar,
Gathering a crest on the water afar; some noiselessly roaming,
Break on a deep, bold shore; some on a bluff lying headland,
Dash up aloft, curl over and fling spray wildly to leeward.”

But as often as the spring comes and warmer days set free the wild and yearning imaginations of the soul, and duties are less onerous, we leave our theories, and our hopes, and our fears. We long to wander free with nature, and put ourselves in sympathy with its great, good heart; just as these balmy airs set loose the roots and free the flowers from their long imprisonment; and to believe that of all spring-time none ever seemed so bright and joyous as this. Did ever blossoms deck an orchard with such choice colors in praise of God? Were ever hills so green, or valleys so full of fragrant incense? And all this is done so full of beauty and perfection.

The human soul learns its freedom through wearying processes. Born in a body, pent up, cramped, it seems imprisoned in a mere smoky flue for passions. But hope and experiment, at length, teach the soul that it has wings; it begins to fly, and finds that all God's domain is its kingdom in thought and fancy. And as the bird comes back to a dark hole at night, and is content, so that it knows that the morning will give it all the bright heavens for its flight, so may man, close-quartered and cramped in all his surroundings, be quite patient, for his thoughts may fly out every day gloriously.

To-day, years that have passed live again in this music; tones long forgotten echo again in the heart. We have wandered in the shadow and the sunshine, through tranquillity and unrest. But nothing touches the heart more closely than these revived memories. We are constrained to renew our pledges for faithfulness and patient labor, and when the work of this life has filled its measure to completion, trust, with renewed faith, in brighter, truer, nobler living in the years to come.

Then this life, begun in hope, preserved and employed with all the courage and joy we could command, may hope to reach its fullness of joy and crown of rejoicing in its successes. And the joys and sorrows shall be remembered and accepted as helps toward this higher plane of existence.

"We are born into life ; it is sweet, it is strange.

We lie still on the knee of a mild Mystery

Which smiles with a change.

Then we leap on the earth, with the armor of youth,

And we breathe out, O, Beauty ! O, Truth !

What is this exultation ? and what this despair ?

The strong pleasure is smiting the nerves into pain,

And we drop from the Fair as we climb to the Fair,

And we wake to a whisper self-murmured and fond,

O, Life ! O, Beyond ! thou art strange, thou art sweet."

EDITORS' DEPARTMENT.

We acknowledge with pleasure the praise and kind feeling expressed by our readers and friends at the improved appearance of our journal. These are gladly received, and are encouraging. Just praise always aids and strengthens. The increase to our list is also a source of encouragement, for which we return our kind thanks. We hope all our friends will exert themselves to send us additional names. There are about seventeen thousand teachers in the State, and not more than half of them subscribe for an educational journal. This ought not so to be.

No business man thinks of conducting his business without a paper which treats of it. Should he do so, he would soon be left without customers and trade. So, teachers need some paper that treats upon the philosophy and practice of teaching, and that discusses educational questions of all kinds. Some time since, a number of gentlemen were examined for a position in one of our large cities, and the question, "What educational journals do you read?" was asked. It happened that the one who had most liberally patronized such papers was the one chosen for the position. Of course, the mere fact of reading them is of little importance; it is the thinking and the experience that follow the reading that make intelligent and successful teachers.

But, one says, "Educational papers are dry, prosy affairs, filled with long impractical articles, and are to us like reeds to hungry animals. We are anxious to improve, and have for a long time read some school monthly, but never derived any benefit from it, and so gave it up." It is true that they are often of little importance to the teacher; but instead of dropping them, you should try to make them better. Give them your experience, your thoughts, your criticisms, and thus infuse vigor and life into their sluggish existence. If you have thoughts, the world needs them; if not, the schools do not need you. One great reason why the educational brotherhood is considered weak and puerile by men, is because they prove unfit for the hard, unyielding duties of life, and show impotency when they should show strength and courage.

Suppose that you do not intend to teach many years; that you make it a stepping-stone to the law, or to medicine, or to theology; should you not do your work in the best possible manner while you do teach? Should you dwarf hundreds of minds, that you may gratify your ambition? Should many suffer, that you may prosper? No, the work is too important, too fraught with fearful responsibility to permit you to teach with such feelings. Whatever your condition, that of an aspirant for fame or wealth, or that of a failure in business, or law, or theology, or of one too indolent to aspire to any of these, have some regard for the minds of those you train, for you largely shape their habits. Prepare yourselves to teach well, or do not teach at all. Educational journals, if worthy of existence, will aid you in doing this; it is their mission. Take them, therefore, and extend their circulation as much as you are able, and thus be a means of improvement to others; and do not stop with teachers, for they are valuable to school boards and parents. They need to know what are the qualifications and labors of a good teacher, that they may appreciate you. You will thus enlarge your usefulness and provide yourself a permanent place of labor.

THE SCHOOL A MACHINE.

We publish elsewhere a very suggestive and interesting extract from a published sermon, by Rev. E. W. Mundy, of Syracuse, N. Y., upon the text, "He hath hid himself among the stuff."—1 *Sam.* x. 22.

We suppose all thoughtful persons, not excepting the venerable pedagogue with his "cut and dried" methods of school instruction and discipline, are sometimes inclined to sympathize with the views so forcibly expressed in the article referred to. And yet, if making a school a machine be an evil, is it not a necessary one? If habits of order and systematic industry are justly demanded, as among the fruits of the public-school system, what, allow us to ask, can one teacher do with fifty or sixty pupils, or more, towards securing the results desired and expected, unless he gains the prompt co-operation of all the members of his school in all regulations for keeping order; or, in fact, unless they consent to be parts of one intricate machine—an engine, if you please, of which the teacher is the driver?

We heartily assent, however, to the statement that children are frequently sent to school too early. It is simply *cruel* to confine children of from seven to ten years of age, six, or even four hours daily. Nothing is really gained, and much may be, and often is, lost in mental as well as physical vigor, by crowding our primary schools with little ones who should never be set to an intellectual task, or compelled to breathe the foul air of crowded school-rooms, until their bodily powers have acquired vigor and power of endurance enough to enable them to bear, without injury, the necessary confinement of school life.

ILLINOIS STATE NORMAL UNIVERSITY.

ELEVENTH COMMENCEMENT.

THURSDAY, JUNE 23, 1870.

The day opened with a sunny sky, and at an early hour the spacious hall of the University was thronged by the friends of the graduates and the public generally.

The exercises consisted of thirty-two orations and songs, interspersed with music.

Without any disposition to criticise unfavorably, there are one or two points wherein we trust a change for the better will be made in the future. In the first place, *six and one-half hours* is too long a session, in a crowded hall, on a sultry summer day. Let the exercises in some way (how, we care not,) be hereafter rigidly limited to two hours, or

three at most. Secondly, let the utterly meaningless use of the terms Oration and Essay be discontinued. By what philological or sexual rule is an oration necessarily a masculine, or an essay necessarily a *feminine* production? Thirdly, a less monotonous manner should be cultivated. It is an unspeakable relief to the ear to have now and then a "flash of silence," or an interval of calm and natural utterance. When will speakers learn that a stilled and unnatural manner is no part of true oratory?

We commend those speakers whose themes were subject of general interest, and who evinced a progressive spirit worthy of our age. There are few sadder sights than a young man or woman who, in our era, is content to stand and gaze longingly into the past like the valetudinarian with one foot in the grave. There is no glory in throwing stones or hurling epithets at reformers.

One further suggestion. We trust the general tone of scholarship which uniformly pervades the work of the students and president on Normal Commencement Day, will never hereafter be marred by the bad grammar, bungling rhetoric, rude gesticulation and coarse attempts at wit of speakers whose names do not appear upon the programme.

ASSOCIATION OF SCHOOL PRINCIPALS.

The second annual meeting of this society was held in this city early in July. It was well attended, and was profitable and creditable to all concerned. The lectures and talks of Miss Peabody were interesting and instructive, while the papers, presented by the gentlemen appointed for this purpose, were strong and well considered. One admirable feature we were glad to see, which has been a prominent characteristic of the society from its inception, that of general discussion upon each paper. During the time of the meetings, visits were made to the shot tower and lead and oil works of Mr. Blatchford, and to Crosby's art gallery. At the close of the sessions all were invited to an excursion on the lake and to the crib.

In the opening address, W. B. Powell, president of the society, acknowledged the welcome of Mr. Pickard, superintendent of schools, Chicago, thanking him for his kindness and courtesy. He reviewed, briefly, the growth of our educational system, recapitulated the various societies and associations of teachers that had sprung up as a necessary part of the system, and showed the imperative demand for an organization such as the one that then met. He said: "The school system of Illinois demands, to-day, three hundred trained school principals. Whence

are they to come? Not from this society; but it has a work to do in the supplying of this demand that can be done by no other society. From the State teachers' association came our noble normal school; from the society of county superintendents came the county normal school; and may it not be hoped that from the associated labor of the principals of the State something may be done for the special training of school principals?" He defended the public high schools of the State against the charge made by the college men: that the colleges were not being fed by the high schools, showing that the cause was in the low standard of the Western college. He favored the establishment of a teachers' organ.

Time being short, and the whole forenoon being amply provided for by the executive committee, he deemed it inexpedient to deliver an address that had been prepared for the occasion.

It has long been the wish of THE SCHOOLMASTER to have some uniform method of school reports adopted, that their publication may show the relative condition of the schools reporting. The society adopted some rules respecting this subject, which we hope will be carefully followed. They are as follows:

1. A report of the schools under his charge shall be made by each superintendent at the close of the last week in each and every month, and be forwarded to THE SCHOOLMASTER and *Illinois Teacher* for publication, containing the following items: 1st. Number of pupils enrolled; 2d. Number of days of school; 3d. Average number belonging; 4th. Average daily attendance; 5th. Number of tardinesses; 6th. Number neither absent nor tardy.

2. The ages of all pupils shall be taken in years and months, immediately upon their entering school.

3. Every pupil, upon entering the school, prepared with books and other requisites for performing his work, shall be enrolled as a member of the school, and the record of every pupil so enrolled shall be preserved, and shall enter into and form a part of the record of the school, whether he be a member for one day, for one week, or for an entire term.

4. Every pupil who shall have been in attendance during half, or more than half of a given session, shall be accounted present for that session; otherwise he shall be accounted absent.

5. The name of any pupil who shall have been absent five consecutive days for sickness, shall be dropped from the roll; and the name of any who shall have been absent for three consecutive days for unknown cause, or for other cause than sickness, shall be dropped from the roll. The name of any pupil shall be dropped from the roll as soon as the teacher has positive knowledge that he has left and does not intend to return.

6. No record of attendance shall be kept for any half-day, unless the school shall have been in session for at least one half of the half-day.

7. Any pupil that shall be absent from the school-room at a definite time previously fixed for the beginning of the session shall be marked tardy; except in case where a pupil, after having been present in the school-room, shall be sent by the teacher into other parts of the school-building, or upon the school premises to attend to business connected with the school.

8. The average number belonging shall be found by dividing the whole number of days of *membership* by the number of days of school.

9. The average daily attendance shall be found by dividing the whole number of days *present* by the number of days of school.

10. The per cent. of attendance shall be found by dividing one hundred times the average daily attendance by the average number belonging.

11. A report shall likewise be made at the close of each school year, and forwarded in like manner for publication, containing the following items: 1st. Whole number of children of school age; 2d. Whole number of different pupils enrolled; 3d. Number of male teachers; 4th. Number of female teachers; 5th. Highest salary paid male teachers; 6th. Lowest salary paid male teachers; 7th. Average salary paid male teachers; 8th. Highest salary paid female teachers; 9th. Lowest salary paid female teachers; 10th. Average salary paid female teachers; 11th. Salary of superintendent; 12th. Cost per pupil for tuition; 13th. Entire cost per pupil; 14th. Average number belonging; 15th. Average daily attendance; 16th. Per cent of attendance; 17th. Number of tardinesses; 18th. Number of days' absence; 19th. Number of weeks at school.

12. The cost of tuition per pupil shall be found by dividing the amount paid to teachers and superintendents by the average number belonging.

13. The entire cost per pupil shall be found by dividing the entire expense of the schools, including the amount paid to teachers and superintendents; the amount paid for fuel, ordinary repairs, and other contingent expenses; also the interest, at six per cent., on all permanent investments in buildings, grounds, apparatus, etc., by the average number belonging.

The officers for the ensuing year are:

President.—A. GOVE, Normal, Ill.

Secretary.—H. H. SMITH, Alton.

Treasurer.—B. R. CUTTER, Chicago.

Executive Committee.—E. C. SMITH, Dixon; S. M. ETTER, Bloomington; MATHEW ANDREW, Macomb.

The next annual meeting will be held at Rockford, July 5, 1871.

The following became members of the society in 1869, by the payment of the initiation fee:

J. H. Atwood, Onarga; G. G. Alvord, Freeport; H. J. Arnold, Warsaw; H. L. Boltwood, Princeton; W. F. Bromfield, Mendota; Wm. Brady, Marseilles; J. H. Blodgett, Rockford; S. Bogardus, Marengo; W. H. Brydges, Elgin; S. M. Etter, Bloomington; Aaron Gove, Normal; H. P. Hall, Sycamore; O. C. Johnson, Pocatonia; W. A. Jones, Terre Haute, Ind; A. B. Learman, Canton; D. S. Morrison, Warsaw; S. W. Maltbie, Geneseo; H. A. Neal, Watseka; W. B. Powell, Aurora; Geo. T. Ricker, Hennepin; A. E. Rowell, Kankakee; A. J. Sawyer, Sandwich; H. O. Snow and O. T. Snow, Batavia; H. H. Smith, Alton; F. M. Tyler, Lockport; J. Thorpe, Polo; P. R. Walker, Dement; G. S. Wedgewood, La Salle; W. Wilkie, Oak Park.

The following joined during the last session:

M. M. Andrews, Macomb; O. F. Barbour, Rockford; S. B. Bathurst, Arlington; I. S. Baker, Chicago; B. R. Cutter, Chicago; Richard Edwards, Normal; J. Ellis, Jr., El Paso; Henry Freeman, Rockford; E. A. Gastman, Decatur; S. N. Griffith, Geneva; Geo. Howland, Chicago; S. M. Heslet, Clinton; W. D. Hall, La Salle; I. F. Klickner, Freeport; J. S. McClurg, Henry; S. W. Maltbie, Geneseo; B. P. Marsh, Bloomington; H. J. Sherrill, Belvidere; E. C. Smith, Dixon; S. H. White, Peoria; C. M. Wright, Dover; Samuel Willard, Springfield.

PERSONAL.—Hon. Alexander J. Craig, superintendent of public instruction for the State of Wisconsin, died at Madison on Sunday, July 3. Mr. Craig was eight years assistant superintendent, served one term as superintendent, was re-elected last fall, and served six months of his second term. His successor is Rev. Samuel Fallows, of Milwaukee, one of the most prominent Methodist clergymen in the State.

But few superintendents have reported their attendance for June, and we therefore omit the table this month. We hope that we shall be able to report a large number of towns after schools open in the fall.

P. B. Hulse, agent for Appleton & Co., has removed to the store of S. C. Griggs & Co., 117 and 119 State street. O. S. Westcott, of the High school, Chicago, succeeds George N. Jackson as agent for Brewer & Tileston, office 113 and 115 State street. O. S. Cook, agent for Butler & Co., resigned his position, and has taken a district for a life insurance company. A. J. Cheney, agent for Ivison, Blackman & Co., in Wisconsin, has come to Chicago; office with Edward Cook, 133 and 135 State street. William Isenberg, agent for Wilson, Hinkle & Co., hitherto at Bloomington, will make his headquarters with Keen, Cooke & Co., 113 and 115 State street. E. P. Burlingham, agent for Butler & Co., has become a district agent for the Life Association of America, a Western insurance company.

A Normal class will be formed at Taylorville, Christian county, beginning August 1st, and continuing eight weeks, under the direction of William F. Gorrell, County Superintendent. Tuition—for gentlemen, \$5.00; for ladies, \$4.00.

EDUCATIONAL INTELLIGENCE.

CHICAGO.—The examination of candidates for the High school occurred June 23d. Of the three hundred and ninety-six who were examined, three hundred and eighty-five were successful, thirty-three of whom entered the normal department. The average for admission was seventy per cent., which all but eleven reached. The resignations of Mr. Morton Culver, for three years past the principal of the Jones school, and of Mr. George W. Spofford, for fourteen years the principal of the Foster school, were received and accepted by the board. Mr. Norton W. Boomer, lately superintendent of schools at Joliet, succeeds Mr. Culver; and Mr. O. T. Bright, for the last two years principal of the school at Omro, Wis., succeeds Mr. Spofford. At a meeting of the board, July 5th, the question of salaries was reconsidered, and the schedule of last year adopted, with the exception of that of the superintendent, and those principals of grammar schools for the first and second year. The salary of assistant to superintendent was raised one hundred dollars. The following are the salaries adopted.

Salary of Superintendent	\$4,000
“ Assistant Superintendent	2,300
“ Principal of High School	2,500
“ “ Normal Department	2,200
“ Training Teacher Department	1,200
“ Female Assistants in High School	1,000
“ Male Principals of District Schools, and of Male Assistants in High School, first year	1,800
second year	1,900
third year, and thereafter	2,200
“ Female Principals of Independent Primary Schools	1,000
“ Head Assistants	1,000
“ Grammar Teachers, first 14 weeks at rate per annum of	450
“ “ “ first year thereafter	600
“ “ “ second “ and subsequently	700
“ “ “ third “ and subsequently	800
“ Primary Teachers, first 14 weeks at rate per annum of	450
“ “ “ first year thereafter	550
“ “ “ second “ and subsequently	650
“ “ “ third “ and subsequently	700
Music Teachers, per annum	2,000

ILLINOIS STATE TEACHERS' INSTITUTE.

THE session will commence on the 8th day of August, 1870, and will continue two weeks. The last hour of the morning session, and on alternate days the last hour of the afternoon session, will be at the disposal of the Institute.

The regular instruction is to be in the following branches, taught by the instructors mentioned:

Reading, Prof. Cook; *Arithmetic*, Profs. Metcalf and Cook; *Geography*, Profs. Hewett and McCormick; *History*, Prof. Hewett; *Phonics*, Profs. Metcalf and Cook; *English Grammar*, Profs. Stetson and Boltwood; *Botany*, Dr. Sewall; *Etymology*, Prof. Pillsbury; *Gymnastics*, Prof. Cook; *Elementary Instruction*, Miss Kingsley; *Elementary Chemistry*, Dr. Sewall; *Natural Science*, Prof. Blodgett; *School Management*, Prof. Hewett.

Messrs. Hewett, Stetson and Cook have been appointed by the Faculty a committee to prepare the programme for each day, and the result of their deliberations will be published in time for the Institute.

During a portion of each day, the Institute will meet in divisions corresponding to the grades of a school.

Board in the village of Normal will cost from \$3.50 to \$4.00 per week.

STATE BOARD OF EDUCATION.

A quorum of this body met at Normal, Wednesday, June 22d. The resignation of Joseph Carter and Mary Pennell, teachers in the Model school, were offered and accepted, and a vote of thanks tendered them.

The report of President Edwards was received, wherein he says that the standard for admission has been kept at the highest point of last year, while the standard for graduation has been appreciably raised. The graduating class is fifty per cent. larger than any preceding class. The financial condition is better than it has been at the close of any preceding year. There will be a balance of about \$4,000 after all bills for the year are paid.

NORMAL ALUMNI ASSOCIATION.

The eleventh annual meeting of this association was held at the university building, Wednesday, June 22d, 1870.

The business meeting was held in the afternoon. A report of its proceedings will be found elsewhere. This was followed by a collation and social gathering. In the evening the exercises consisted of an oration by Charles L. Capen—subject, "Legendary Heroes," an able and scholarly production; essays by Misses Etta M. Sprague and Sarah M. Raymond, both well adapted to the occasion; and the annual address by the president, Oscar F. McKim.

The exercises were enlivened by music of a superior quality, under the lead of Will H. Smith.

A considerable number of the alumni were in attendance, and the occasion was regarded as highly successful.

The following named persons were elected officers for the ensuing year: President, John Hull, of Bloomington; Secretary, Miss E. M. Sprague, of Chicago; Treasurer, E. A. Gastman, of Decatur. Executive Committee—the president, John Hull; Hosea Howard, of Bloomington; and Miss Emily H. Cotton, of Bloomington.

NATIONAL EDUCATIONAL CONVENTIONS.—The series of educational meetings to be held this year at Cleveland, Ohio, from the 15th to the 19th of August, inclusive, will be opened on Monday morning by an address before the "National Normal School Teachers' Association," by President JOHN OGDEN, of Fisk University, Tennessee. During the two days' session of this body, papers will be read by J. L. Pickard, Superintendent of Schools, Chicago, Illinois; George B. Loomis, Indianapolis; and by the following Principals of Normal Schools: William F. Phelps, of Minnesota; Richard Edwards, LL.D., Normal, Illinois; A. G. Boyden, of Massachusetts; Delia A. Lothrop, of Cincinnati; J. W. Dickinson, of Westfield, and S. H. White, of Illinois.

The opening exercises of the "National Teachers' Association" will take place on Wednesday morning, August 17th. The reception speech will be made by E. R. Perkins, Esq., President of the City Board of Education, and the introductory address by President Daniel B. Hagar, of Massachusetts. During the session of three days, reports, papers or addresses will be presented by the following distinguished gentlemen: President Charles W. Elliot, of Harvard University; Eben Tourjee, Director of the New England Conservatory of Music; Dr. J. W. Hoyt, President of Wisconsin Academy of Science; E. A. Sheldon, Principal of Normal School, Oswego, New York; Prof. George A. Chase, Principal of High School for Girls, Louisville, Kentucky; General John Eaton, National Commissioner of Education, Washington, D. C.; I. S. Baker, Principal of Skinner Grammar School, Chicago, Illinois; Hon. A. S. Kissell, State Superintendent of Schools, Iowa; and Hon. Frederick A. Sawyer, United States Senator from South Carolina.

The Cleveland Omnibus and Hack Company will pass members, who obtain the proper certificate from the Committee on Reception, from point to point in the city, at 25 cents, half the usual fare. Entertainment can be had at the Kennard House, for \$3.00 per day; Weddell, \$2.50; American, Russell and Cleveland, each \$2.00; and for ladies at private boarding-houses for \$1.00 to \$1.50 per day. Committees of Reception will be at the depots on the arrival of trains, August 16th and 17th.

RAILROAD ARRANGEMENTS.—The following railway companies have consented to grant free return to members of the Association who may have paid full fare in coming over their roads: Cleveland, Columbus, Cincinnati and Indianapolis; Cleveland, Mount Vernon and Delaware; Pittsburgh, Cincinnati and St. Louis (including the Pittsburgh and Cincinnati and Indianapolis and Chicago divisions); Indianapolis, Peru and Chicago; Evansville and Crawfordsville; Memphis and Charleston; Hannibal and St. Joseph; Toledo, Wabash and Western.

The following companies have made special arrangements, as stated below: Cleveland and Pittsburgh, two cents per mile; Pittsburg, Fort Wayne and Chicago, two cents per mile; Milwaukee and Chicago, half fare; Chicago, Rock Island and Pacific, three-fifths the usual fare; New Orleans and St. Louis Packet Company, about half fare.

Teachers who attend the convention, and desire to avail themselves of the above reduced rates, must, *before they leave home*, obtain certificates that they are persons properly entitled thereto, by applying by letter or otherwise to Andrew J. Rickoff, superintendent of instruction, Cleveland, Ohio. On the presentation of these certificates at any station or landing-place on the above routes of travel, the parties named on them may purchase round-trip excursion tickets, good from the station where purchased, and for return thereto, over the lines issuing the tickets. No person can avail himself of this arrangement unless he obtains such certificate and purchase his excursion ticket *before he leaves home*.

St. Joseph and Council Bluffs. The general ticket agent of this road will issue half-fare permits to travel over this line, in coming to the convention and returning home, to any person entitled to such advantage who will send his name and address to Andrew J. Rickoff, Cleveland, Ohio.

The Chicago and North-Western and the North Missouri railroads will return members who have been in attendance on the meeting of the association and paid full fare in coming, on the presentation of the certificates of the secretary of the association, the former at one-fifth and the latter at one-fourth the usual fares. Tickets of the Chicago and North-Western must be purchased at the ticket office in Chicago, south-east corner of Lake and Clark streets.

The Louisville, New Albany and Chicago will grant the half-fare arrangement,

selling their excursion tickets for distances passed over their line at *one fare*, the holder *retaining the same for return*.

The Central Pacific will issue round-trip tickets from San Francisco or other points at certain reduced rates, to be arranged for by parties desiring the same.

BOOK NOTICES.

Chambers' Encyclopædia. A Dictionary of Universal Knowledge for the People. Revised Edition of 1870, with Maps, Plates and Engravings. Parts VII to XII. J. B. LIPPINCOTT & Co., PHILADELPHIA; WILLIAM H. SHEPARD, CHICAGO.

Part XII nearly finishes the B's. The articles show care and research. They are stripped of superfluity, yet are not so brief as to be insufficient. The cuts are admirable, and often save lengthy descriptions, while they convey a definite and accurate idea of the objects. No cyclopædia should be without them. Such a work as this is of great value to all who give instruction, whether by word of mouth or by the pen, and to those who would read intelligently.

Emerson's Prose Works. By Ralph Waldo Emerson. FIELDS, OSGOOD & Co., BOSTON.

Emerson is known and revered by all. He is the apostle of intellectual freedom, which is conspicuous throughout his writings. He never arranges according to the rules of logic; he does not stop to prove by argument, but declares, his consciousness or intuitive insight at once grasping the sequence. He has been a keen observer of society and character, and shows himself familiar with every phase of life. His style is his own. His sentences are short and condensed. His words are chosen for the thought, and are never superfluous. Every sentence is filled with thought, which sometimes gives the impression of abruptness; but his ideas, his imagination, his reason, his style, are all the servants of his sense of beauty. In these volumes are found many of his miscellaneous addresses, his "Essays," "Representative Men," "English Traits," and "Conduct of Life."

Madvig's Latin Grammar. Translated from the German by Rev. George Woods, M. A., of University College, Oxford. Carefully revised by Thomas A. Thacher, Professor of Latin in Yale College. GINN BROTHERS & Co., BOSTON. Pp. 504.

This work is intended for reference, rather than as a text-book; or as a text for the advanced student, after he has outgrown the ordinary Latin grammar. For many years Zumpt's has been the one that scholars have used; this book will be found to surpass that in comprehensiveness and minuteness, in arrangement and style. The classical student will hail it with pleasure. We think, however, that it would have been better for the student if the examples had been more generally translated. It would save his time, and often give him a clearer idea of structures, principles and rules.

Every Saturday; an Illustrated Journal of Choice Reading. FIELDS, OSGOOD & Co., BOSTON

The chief features of this paper for a few weeks have been the illustrations and Dickens' last novel, "Edwin Drood." Sketches of foreign characters, short selections from foreign publications, and notes on men and things, fill up the numbers.

PUBLISHER'S DEPARTMENT.

THE LARGEST NEWSPAPER MAIL which goes to any one firm in this country, is received by G. P. Rowell & Co., the New York Advertising Agents. Their place of business is at No. 40 Park Row.

THE HOUSEHOLD JEWEL.—The undersigned have each had in use, two to four years, one of your Machines—which has given so great satisfaction that we desire to recommend it, as an invaluable *Household Jewel*, to all our lady friends. It is so very simple that it never gets out of order—so light-running and easily managed that a child can use it—so reliable in action that it never misses a stitch—and so quiet that it may well be styled the "silent" Sewing Machine. We have always found the seam perfectly reliable, never ripping in washing or wear, or in any way failing till the garment is worn out.—*Letter to Wilcox & Gibbs S. M. Co., from Mrs. D. G. George, Mrs. W. P. Matteson, and six other ladies of South Shaftsbury, Vt.*

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IS THERE DANGER ?

E. C. SMITH.

In a former article the matter of expensive school buildings was touched upon as being, possibly, in danger of producing a reaction in the public mind against our school system.

Our American people are quite liable to go to extremes and to do things up on the high pressure plan, and we need occasionally to look around, take our bearings and ascertain if possible whither we are tending.

This grand and noble institution, the American Free Schools, ought not to be endangered by any carelessness or recklessness on the part of its supporters. Since my former article was written I have read a very able one from the pen of Dr. Bateman, upon the same subject of expensive school buildings, and was certainly much gratified that such cautions should come from a source that must command careful attention.

I wish in this article, however, to speak of another feature of our *Graded* Schools, which seems to me to be in danger of abuse, and if carried to an extreme must result in arousing a prejudice in the public mind against our schools. We are proud, and justly so, of our system of schools. It is, indeed, a glorious institution. It is a grand old tree with branches reaching from ocean to ocean, furnishing shade, shelter and food to millions of hungry minds, and no worm of prejudice ought to be allowed to sap its life away. But with all the good features of our graded schools they also have some defects, and some of the best regulations, if carried out too rigidly, must become most objectionable characteristics.

I have in mind just now, particularly, the monthly, quarterly, semi-annual or annual grading of the classes in the different departments.

This, used with moderation and discretion, is undoubtedly one of the very best features of the whole system. The anticipation of a promotion, or the fear of degradation, gives a stimulus to many a dull mind, and is one of the pillars in the graded schools; but I fear, that in some instances the anxiety of the teacher to give to his classes the appearance of military uniformity, to make a creditable appearance before his School Board, or secure a fine reputation for himself at home and abroad, has caused him to hew so closely with his grading hatchet that some hearts have been made to bleed till the very life and ambition have oozed from the wounds.

While the teacher should exercise due care that the members of his classes do not become a heterogeneous mass, and thus defeat one of the prominent objects of grading and classifying his school, he should at the same time use like care that he does not go to the other extreme.

There are several things to be taken into the account in grading a class of children, and sometimes many of these must be considered in determining the standing of an individual pupil. The main points to be considered are:

1st. The actual knowledge which the pupil possesses of the principles passed over by his class.

2d. The mental capacity of the pupil and his ability to master, not some particular study of his grade, but the aggregate work of that grade.

3d. The physical constitution of the child considered with reference to his being able to endure the labor necessary to keep along with the other members of his class, and

4th. His social surroundings. By this I mean his opportunity for attending school *now*, and his prospect for doing so in the future.

The first of these it is not always easy to determine. The examination and its results must depend largely upon a limited questioning, either oral or written, and the fate of the pupil is sealed according to the answers given while under great embarrassment and anxiety, and, in not a few instances, must of necessity be quite unsatisfactory, and can furnish only an imperfect basis on which to rest his future standing in his class.

The second consideration may be more easily managed, especially if the examiner (who is usually the Principal) is willing to consult the teacher of the department. But sometimes he is so chary of his dignity that he will not do this, imagining that he must depend wholly upon his own shrewdness and unerring judgment.

The ignoring of the third consideration has hurried many a bright, active, nervous child to a premature grave.

The teacher notices some remarkably bright pupil in some class, and crowds him on from grade to grade, promoting him again and again, wonderfully pleased himself to see the rapid progress of the child, and at the same time feeding the pride of the doting parents, until by and by, nerves overcome muscle and the little one is laid away in his last resting place.

Or, perhaps some quiet, studious child is assigned a place in his grade, and by studying with the utmost diligence in school and at home is able to keep his standing, though his cheek grows pale and his brain often whirls in agony from the intense pressure.

The teacher, taking no notice of these symptoms, still continues the pressure until at last nature gives way, the pupil leaves the school and, in too many instances, bears, in his weary, aching body, the marks of this injustice and cruelty for many a year.

There is little doubt that too much work is often required of the children in our graded schools, and it is a favorable omen that the physical condition and well-being of our school children is attracting the attention of school officers, and the advice of medical men is sought and to some extent followed. And may the day not be far distant when the teacher and parent and School Board shall recognize the motto: "*A sound mind in a sound body*," and shall aim to develop the one as well as the other.

The fourth point mentioned is also too often overlooked, and pupils who have but a limited time to remain in school, or who can attend but a portion of the year, are compelled, because of some failure in the examination, to plod along, year after year, in the lowest grades, learning little but the bare rudiments of the most primary studies, when they might, without detriment to their grade, have passed on much farther and gleaned much that would be of vast benefit to them in after life.

It might seem that I would wish to have grading done in a loose, slipshod way. This is not my idea at all. But, to my mind, it does not seem an easy thing to grade a class of pupils and do it so as to advance the best interests of each individual. It requires the hardest kind of thinking and the best quality of common sense. And the teacher who cannot or will not give this matter his most careful and thoughtful labor, but determines the pupil's standing by his ability to tell how many inhabitants there are in the Fejee Islands, or some other unimportant question, is unfit to assume the responsibility of directing the studies and grading the pupils of a school.

Now, the idea that we must bring every individual pupil up to a particular standard, at all hazards, is very nice in theory, but not altogether wise in practice, and is causing much dissatisfaction in many quarters. I know that there are grumblers in every community, and that we ought not to be influenced by this class of professional fault-finders, but I fear, at the same time, that this matter of grading is sometimes abused, and the *abuse* is what I object to, and not a careful, close and wise use of it.

IS VOCAL³MUSIC AN ESSENTIAL PART OF A GOOD EDUCATION?

Most of those who will read this article, will answer this query in the affirmative; but not a few (if we may judge from what they say) believe that music is very well, but not essential. In discussing this subject allow me to make a few (as they seem to me) pertinent inquiries.

Why were we created with a love of sweet and harmonious sounds? Why has the Creator given the ninety of every hundred of the human family the wonderful power of making these sounds?

The same questions might be asked about art or architecture. Why, as we glide with lightning speed across the country, do we pass unheeded by, the sterile plain, and linger with delight upon some beautiful stream winding its way through the fragrant valley? Why do we gaze with rapture upon some exquisite painting and never discover the vulgar daub which may hang in close proximity? Why, in the erection of our public buildings and private dwellings, do we pay so much regard to architectural beauty? This love of art, architecture, and music, is a talent we must improve or forever regret when we find it too late to recall the lost opportunity.

Our habitations might be constructed of plank alone, for they would be made comfortable and serve to protect us from the frosts and storms of winter and the heat of summer. We might plaster the walls and let that suffice, thereby saving the expense of paper and fine paintings.

But how different are theory and practice in this particular; for we first secure a sure foundation, then the superstructure must be substantial and elegant. When the building is completed it must be nicely furnished and its walls adorned with works of art. Why this air of elegance and refinement?

The thoughtful man will say, my children must be educated properly, and they are educated by what surrounds them each day of their lives.

The esthetic part of our natures needs to be cultivated, and thereby the whole being improved. Music wields a mighty influence over our lives, and no home is complete without its organ or piano.

Make mathematics, if you will, the foundation of your education; grammar, writing and spelling the frame work, but without music your education is not complete.

We claim then that it *is* essential to teach vocal music in connection with other studies, and that the best time to acquire a knowledge of musical notations is during our school days. It is not only desirable as a part of education, but it moulds the character of the young aright, and assists the teacher in his arduous duties.

NOTES FROM BOSTON.

A very comfortable feeling of relief is experienced as the very warm days of June are about to give place to the still warmer days of July, to know that the first day of July brings a close to the labors of the school room for the season, and that the dust and heat of the inland city may be exchanged for the cool air among the hills of New England or upon the coast, and still better, a sail out upon the waters of the broad Atlantic (though Guyot says it is long and *narrow*) where the cool sea breeze suggests shawls and overcoats, and in fact almost demands them, while those on land are sweltering under the heat of 100°.

We were quite pleased while making the trip from the green hills of Vermont to Boston, to notice in the daily papers, that we were to be in the city just in time to attend the closing exhibitions of the various schools throughout the city, and we could but congratulate ourselves that Boston is still sufficiently behind the times to continue her schools till the 20th of July; for we felt that we were to be granted an opportunity to be profited in no small degree by being permitted to witness the closing exercises of as many of the grammar schools as we should have time to visit, and thus doubtless be able to compensate for that which we lost in being obliged to leave Chicago before the time for the meeting of the Illinois State Principals' Association.

If Boston is behind regarding the time of closing, we must award her the credit of being ahead upon some other questions relating to the best interest of her schools, and as a year or two will place her up to the times in respect to closing, let us see to it that we are behind in no particular concerning that which we justly regard as the pride of our city—our Public Schools.

We have been rather disposed for some time to halt between two opinions, upon the subject of closing-exhibitions, not being able to satisfy ourselves perfectly, that the beneficial results obtained from them were commensurate with the labor requisite to prepare them, and to counter-balance the evils to which they give rise. While our visit to those of the Boston schools has fully confirmed some of the objections to them, the result, upon the whole, has been quite favorable, and we are disposed to speak more decidedly in favor of them than ever before. We think one quite serious objection may be overcome by making it a day almost exclusively for the benefit of the graduating class, and by having the exercises sufficiently varied to allow every member of the class to take some part in them, unless there are special reasons why any should be excused, or let them be excused at the request of parents.

We deeply regretted our inability to attend the exhibition of the English High School, but we learned from conversation with some who were present, that it was in all respects perfectly satisfactory, and that Mr. Cumston is proving to the city that his friends, who were true to him when almost every effort was made that could have been made to overthrow him, were not leaning upon a broken staff; and we rejoice at the perfect success that has crowned his year's work; and it is a pleasing fact that the chairman of the committee on that school, who was earnestly opposed to his election, is now one of his strongest supporters.

The first school we visited was the Eliot, for boys, on North Bennet street, under the direction of S. W. Mason. We are always pleased to visit this school, if for nothing but to observe the kindly feelings that are ever apparent as existing between Mr. Mason and his boys; but the exhibition, as well as former visits to the school, gave abundant proof that other things are attended to in the Eliot School beside the mere cultivation of good will.

The Hancock School, for girls, located near the Eliot, M. F. Cooke, Master, presented a very interesting programme, interspersed with very creditable examinations in arithmetic, history and grammar.

The Rice School, on Dartmouth street, in charge of Mr. Wheelock, afforded a very interesting two hours' entertainment. Each boy showed excellent training, and we rarely see physical exercises more satisfactorily rendered. "The Man with a Carpet Bag," was nicely performed and was a very pleasing feature of the exhibition.

We next turned our attention to South Boston and visited the Shurtleff School, for girls, Mr. Hardon, Master. In this school sewing is attended to in the lower grades, and some of the work was presented for

inspection, and a very interesting report upon the same, by an "interested pupil." The writing and drawing in this school deserve special mention for their superior excellence, and we were not surprised at this when told that this school had formerly been the sphere of Miss Currier's labors. Mr. Hardon gave full proof that he was well versed in the theory of drawing, and that his classes had received the full benefit of his instruction; but the proficiency of his school was by no means limited to drawing and writing, for we might speak in equal praise of the reading and spelling, and in short, the whole programme was finely rendered.

In the afternoon of the same day that we visited the Shurtleff, we found ourselves at the Franklin School, for girls, Granville B. Putnam, Master. We might justly speak in high praise of each exercise upon Mr. Putnam's programme, and cannot refrain from calling attention to the superior manner in which "Lightheart's Pilgrimage," an allegory, by Geo. M. Baker, was acted. We hesitate not to say that it was the finest exercise we ever witnessed at a school exhibition. Mr. Putnam's very quiet and easy manner of conducting the exercises of an exhibition forms a pleasing contrast to the flurry and parade which masters sometimes exhibit.

Our next entertainment was at the Dwight School, for boys, on Springfield street, James R. Page, Master. On entering the building, our first salutation was from a policeman, who wished to know if we had a ticket, and being answered in the negative, he said, "pass up those stairs," pointing to a flight at the farther end of the hall. With some thoughts of retreating we pushed on until we entered the exhibition hall, where we were first entertained with an exhibition of the boorishness of the master, who *commanded* a boy to give us a programme (for which we express thanks) and kindly allowed us the privilege of standing, amid several interruptions of the police, to witness his exhibition, though there were several unoccupied seats in the hall at the time. The pupils of this school deserve much credit, for it is but just to say that the exhibition was a fine success. "Driven from Home," and "Put me in my Little Bed," two solos, by two small boys, deserve particular mention; the declamations and two dialogues were very fine indeed.

The Lincoln School at South Boston, for girls and boys, in charge of C. G. Clarke, next received our attention, and while the whole programme was a very excellent one and very excellently performed, we must speak in special praise of the physical exercises which we witnessed in this school, by the young ladies under the direction of Miss Nye. Such exercises as we saw here, when considered in contrast with the sickly display that we have sometimes seen, go far towards exalting such exercises and

leading us to believe that they may be made to produce the beneficial results in the way of promoting the health and developing the strength of pupils that they are designed to accomplish. We could not help contrasting them with the "*poising*" movements of Prof. Monroe, in his elocutionary exercises.

The last school we were able to visit was the Brimmer School, for boys, which is now and has been for the past twenty-five years in charge of Mr. Bates. A very fine arithmetic exercise was presented in this school, conducted by the sub-Master, Mr. Young. The reading exercises, though very fine indeed, were somewhat tedious, and the declamations very fine indeed. The blackboard drawings in this school surpassed those of any other school that we visited, and this is no mean compliment, for there were excellent drawings in many other schools.

From the reports which we read of other exhibitions, we conclude that we saw a fair representation of them all in the schools which we were enabled to visit. The week has been one in which we have derived a great deal of pleasure, and we desire to express our gratitude for the kind attention we received from the Masters and sub-Committees of the various schools which we visited.

Exhibition day is not the time to form a just estimate of the worth of a school, but judgment may be safely passed upon some points, and the reader will readily infer that the impressions made upon the mind of the writer have been favorable indeed, as in truth they have, and yet we saw some things that we think justly deserve criticism, prominent among which was the disposition on the part of the pupils in the boys' schools to applaud their mates by the clapping of hands and stamping of feet, sub-Masters and ushers sometimes joined them, and in one school not a mile from Springfield street, the master himself saw fit to applaud the result of his own labors. If such things are in good taste we have no desire to cater to it. We advise such instructors to be present at some public Saturday exhibition of the Latin School, and prevail upon some pupil (if they can) to applaud one of his mates as he comes from the stage, and then take a lesson from the reproof that the boy will receive at the hands of, or by word of mouth, from Mr. Gardner. We were pleased to hear the master of one school rebuke his boys for the part they took in giving applause, but were sorry to notice that the heed given to this reproof was neither creditable to master or pupils.

Much has been said, and we think very properly, upon the great display in dress made by the graduating classes of the girls' schools. It is now carried to such an extent that those parents who are in nothing

more than ordinary circumstances find it to be as much of a tax as they can well sustain to prepare their daughters for graduation. It must tend in no small degree to deprive the poor of the full benefit of the public schools, just the class of people for whom we boast the great worth of the system.

We think shorter addresses to the graduating classes, and a less number of speeches, and those generally much shorter, would be a decided improvement, particularly when it is remembered that these exhibitions occur in the very warmest season of the year.

The music of the Grammar Schools is under the direction of Mr. J. B. Sharland, who was present at every exhibition, and we cannot award too much credit to him for the excellence of the singing and the additional pleasure given to the entertainments by the performance of those parts of each programme that came under his special direction.

We are indebted to a lady friend, the wife of a member of the Board of Education, for a card of admission to the Annual School Festival, at the Music Hall, on Tuesday afternoon, July 19th, to witness the closing exercises of the public schools for the year. The scholars of the graduating classes were arranged by schools, in the two galleries, while parents, teachers and friends of education filled the main floor of the hall. Mr. Wm. H. Learnard, Jr., Chairman of the Committee of Arrangements, presided, and opened the exercises by a brief historical address respecting Boston School Festivals. Hon. David H. Mason, of Taunton, a member of the State Board of Education, was then introduced, who proved himself quite entertaining in a short, pithy address. He was followed by Mayor Shurtleff, who delivered the address to the graduates, after which they formed in line and passed across the stage, where every graduate of the year, *ten hundred and thirty* in number, received at the hands of the Mayor, a neat bouquet. The tables were then brought in laden with a bountiful supply of creams, berries and cake, and, as the speaker said, "ample provision had been made for all." The tables being carried out, the hall was at the disposal of those whose nimble feet could keep time to the music of the Germanias. At an early hour of the evening all was over, and scholars and friends passed to their homes, wishing many blessings upon the city of Boston.

INDEPENDENT THINKING.

BENJAMIN HUNTER.

Truth never misleads. It is error that deceives. All valuable beliefs must have a basis of fact. As the sun lights up the dark places of earth, giving vigor to its vegetation, so truth is ever lighting up the haunts of ignorance, giving virtue to human character. Many creeds and theories now rejected, have done a good work, but they did it because of the truth they contained. We should gather facts and then follow inevitable conclusions.

Important questions present themselves to every thinker. The soul is either mortal or immortal. The theory of universal education is either good or bad. The Pope is either fallible or infallible, and it is either best or not best for women to vote. All these questions require independent thinking. If we settle them by adopting the opinions of others, we may believe, as many do, that at death man ceases to exist; that it is dangerous to educate great masses, because educated villains make the most skillful rogues; that the Pope is God's vicegerent on earth; or that woman has not an independent existence, but is only a part of man. Which side we take of a great question is not so important as the reason that induce us to take the side we do. Our strength of character comes from a careful study of evidences.

The doctrine that the thinking for the great masses should be done by only a few, is the central idea in the lowest forms of government, the least practical modes of education, and the most bigoted systems of religion; while the theory of independent thought and action accords with the democratic idea in government, the most practical form of education, and the most liberal system of religion.

No form of government illustrates better the theory of few thinkers than the absolute monarchy. As a type of this, the Turkish empire bears throughout the characteristic features of an Asiatic despotism, where the arbitrary will of the sovereign has the absolute power of law. He is the only independent thinker in the nation. In pronouncing judgments we ought to take into account circumstances and then measure results. What might we expect of Turkey, situated as it is, in the choicest parts of three great continents?—with an endless variety of climatic conditions, from the snow-capped mountains of the Taurns, whose gentle slopes bear the vegetation of the frigid and temperate zones, to the land of the Queen of the South, laden with the choicest treasures of the tropics, having for a

soil the garden of Europe, the fertile valleys of the Jordan, Euphrates, and Nile, producing the wheat of the Danube, the Egyptian corn, the cedars of Lebanon, and the roses of Sharon. With seven thousand miles of sea coast, three great navigable rivers, many of the best harbors of the world, and with Babylon, Sidon, Tyre, Carthage and Alexandria, each in turn the great educational and commercial center of the world. With a population of forty millions, having among their ancestors, the Athenian warriors, statesmen and artists, the Alexandrian geometricians and astronomers, and the founders of the churches that have Christianized the world? Possessing the land where Moses taught the ten commandments and Jesus Christ the golden rule. With all these advantages of climate, soil and civilization, if there is any place under the broad light of the sun where one thinker in a nation can guide it to a respectable destiny, it is here. But the Turk has not added a valuable invention to the list for ten centuries. The plow used by him to-day was correctly delineated three thousand years ago in the temple of Serapis. With a population equal to that of the United States, her exports are only an eighth as much. She has no good roads or canals, few miles of railroad or telegraph, and her agriculture and manufactures are stagnant. As a grand result she has a half-civilized people.

The least practical educators pay a great reverence to ancient customs and popular authorities. In their modes of thought there seems to be no soil so fertile for culture as the soil formed of the "dust of ages." They refer to books to settle principles that can be settled only by observing the relation of facts. That the angles of a triangle are together equal to two right angles, is a *fact*, and it will remain so whether Ray, Ruler, or Robinson states it or not. This class of teachers are always drawing their fine distinctions, but fail to generalize or practically apply anything. They can calculate the diameter of a flea's eyeball to the ten-millionth of a barley-corn, but have not learned that in reading, it is desirable to express the thoughts of the author. They teach to kill time, not ignorance. The Chinese have this system in its most glorious perfection. They never depart from the paths of thought trodden by their revered ancestors five thousand years ago. These teachers boast that they have "*learned the scholars to cypher*," while the Chinese have built the great wall.

In religion, Pope Pius IX. does the thinking for Roman Catholics, and Brigham Young for Mormons, and the job is none too well done in either case. We claim the right to criticise the actions of any man or set of men. While we see this objectionable principle fostered by the Romish Church, we would not detract from its many excellencies. All

honor to the Sisters of Charity, for their Christlike work. Patriots can never forget that they bound up the wounds of the brave defenders of our flag in the late war. But we must remember that rejected creeds accomplish a noble work because of the good and the true they contain, and not on account of the bad and the false.

We use the expression, "independent thinking." Strictly speaking, there is no other kind. Believing without evidence denotes the absence of thought.

Our practical educators leave the field of books and ancient customs, and deal with the thoughts that make us wiser and better. They push investigation, until they reach and understand causes.

In religion there can be no healthful exercise of the soul unless it is free to take in truth from any source. Where each thinks for himself, and acts from his purest motives, he becomes a co-worker with God in the great task of forming character. This freedom gives strength and purity. They that overcome inherit the good things, and the pure in heart see God.

It is the thinkers that have discovered continents, cabled oceans, proclaimed emancipations, subdued kingdoms, wrought righteousness, and received the crowns of glory.

TEACHERS' SALARIES.

THE nineteenth century has not learned to spend liberally upon its teachers. Its view seems rather to be that of the shrewd town-clerk, of whom Carlyle relates, that when he was assisting in founding a seminary, and the question was asked, "How shall the teacher be maintained?" delivered this brief counsel: "——— them, keep them poor." You remember, perhaps, the great Wolfe's advice to teachers: "Be always in good health, and *know how to fast courageously*."

The public, perhaps, thinks that a low diet is essential to clearness and activity of brain, and that teachers must be secured by poverty against temptations to self-indulgence by luxurious surroundings. Or, its idea may be akin to that which seems to prevail in my own native state of Connecticut, with reference to clergymen, where the salaries, I think, average about five hundred dollars per annum. The theory seems to be, that as the minister is working for the Lord he must look to the Lord for his pay. I am not speaking at random. To convince you of this it will be sufficient for me to mention one fact. The president of

Harvard College receives \$3,000 a year (about one-half the salary of a sub-master at Eton), and the chief cook at the Parker House \$4,000.

I admit that the wretchedly insufficient salaries of teachers is a discouragement, but if any gentleman is disposed to make this an excuse for a superficial performance of his work, and for the absence of all effort for self-culture, let him, by all means, abandon the profession, and qualify himself for a cook.

It rests with teachers to determine whether their vocation shall be paid and respected as it should be, or not. It rests with teachers to exalt and dignify their profession by increased knowledge, enthusiasm, and devotion.—*Massachusetts Teacher.*

EDITORS' DEPARTMENT.

We regret the lateness of this issue. Above all others, we wanted the September number to be a little ahead of time. But the protracted illness of the Chicago editor has compelled us to bear the discomfort of being behind time. It is to be hoped, for the sake of our readers, and of ourself also, that there will not soon be a similar cause of delay. Our patrons will not therefore judge us with severity, but with leniency and mercy. The same reason will account for any irregularities that may appear in our pages this month.

TEACHERS SHOULD IMPROVE.

There are two classes of people in the world—those who make progress, and those who stand still. We have all seen the boy enter a mercantile establishment as an entry-clerk, or general servant, or ordinary salesman, and in a few years become a member of the firm; we have seen the hod-carrier become a builder; the type-setter an editor; and so on through all the occupations of men. Many, however, continue through life where they began, making no progress in their work, doing it no better the last year of their lives than the first of their occupation. The difference between these two classes is chiefly this—the one observes, learns, and practices, improves in mind and in judgment, studies men and their operations, things and their relations, if not books; the other does the assigned task without a thought, without a desire to know its

relation to other things, and hence does not improve in mind nor advance in work. In fact the great difference between one person and another is the different degrees of development and growth which they have been and are attaining.

Continued mental progress may be termed health, and an absence of improvement, decline. Now as the teacher's mental condition is impressed on his pupils, it is not difficult to judge why the pupils of one teacher make more rapid progress than those of another, other things being nearly equal. Conversely, the mental condition of a room of children will generally reveal the *status* of the teacher. This must be evident to all, even to those who visit schools with but little observation. It is true that public opinion sometimes destroys the best work of the teachers of a city or town, but that does not affect the truth of the statement, for by constant improvement in themselves and their work, they may totally change public opinion.

Every teacher has, at some time in his life, felt the exhilaration of mental growth; felt, also, a consciousness of power derived therefrom, which made labor lighter and obstacles smaller, and brought satisfaction to his heart—such and so great is the influence of conscious development. In this condition let him go before his pupils, and they will become inspired by contact with his growing soul, and will work with an enthusiasm and a directness of purpose that are truly surprising. Their lessons become easier to them, difficulties more easily overcome, study becomes a pleasure, and obedience and good order a necessary result of their good feeling. How happy such school-days, and how green their memory!

How different the effect when a teacher who is making no progress appears before his pupils! He finds it difficult to make them study, or learn their lessons, or show animation, or maintain order. They become indifferent, slow, dull, careless, irresponsible. One after another falls behind the class, cases of discipline multiply, and there is no desirable development of the pupils' minds and characters. The atmosphere of the room is stagnant and oppressive, because there is no interchange of mental and moral sympathy, which every child needs in order to engage his energies and secure his support.

These two pictures can probably be seen in every graded school in the land. We therefore urge all teachers to make it their first and constant *duty*, not merely aim, to *progress daily* in mental acquisition, and in those dispositions of mind and heart which lead captive all minds that have even the germ of a desire to improve. Especially would we entreat those who are conscious of not improving, but who, perhaps, think they do their work well enough and earn their money, to earn instead the sat-

isfaction of their consciences and the life-long and happy remembrance of their pupils, by teaching under the conditions above described.

All teachers cannot reach eminence, but all may continually improve and rise in their work, and this should be the earnest desire of every one. We have sometimes thought that if they do not improve, their employers should make that a cause of dismissal, or rather should make continued improvement a condition of employment, to be tested, not by examinations, for they cannot reach the case, but by the appreciable improvement in both the person and his work.

DOES POPULAR EDUCATION PAY?

We mean in *dollars and cents*. This view of the subject may perhaps be justly regarded as the lowest, but it is nevertheless a practical view. With many of our people, no nerve vibrates so sensitively as that which has its source and centre in the pocket. Thousands of persons upon whom you may urge in vain the importance of educating the children of the community, because by so doing they will become purer, nobler and better men and women, and hence more useful members of society, will listen with patience, nay with interest, if you can show that the money spent for popular education will bring to them and theirs a rich return in money and money's worth.

And this is true of communities. If it can be conclusively shown that the aggregate wealth of a town or city is increased just in proportion to its increased appropriations for schools, the mean and miserly opponents of liberal expenditures for school purposes will be effectually silenced. Their last gun will be spiked.

Can this be shown? Easily.

It is by no means a matter of difficulty to prove by the census statistics of many towns and cities in Illinois, that by a generous expenditure of money for school buildings, and for securing the services of superior teachers, in a very short time the property owners, instead of realizing a money profit of eight or possibly ten per cent., have actually doubled, or more than doubled, their pecuniary investments. Viewed, therefore, as a merely mercenary transaction, nothing is more fully susceptible of proof than that money invested in a comely and beautiful school edifice, with competent and experienced instructors to occupy it, will return a larger per centage of profit than the same amount expended in any other way.

This is especially noticeable in a new country, which, like our own,

presents in the fertility of her soil and the healthfulness of her climate, so tempting a field to the emigrant from the older states of the Union and from foreign lands. What is the first question asked by the best class of emigrants? "What kind of schools have you?" The rude and ignorant foreign laborer is not likely to ask the question. But the skillful mechanic, whose work is so much more remunerative than the unintelligent but far more wearisome toil of the ignorant peasant,—the man of intelligence and culture, who seeks for his children advantages at least equal to those which he has himself enjoyed—these will hasten to plant themselves within sight of the handsome school house, and within sound of the church-going bell.

Like seeks like. "Birds of a feather flock together." In a few years the observer will find a community towards which, as if drawn by a power as irresistible as that of gravitation, has gathered unto itself and permanently established all that is best among those seeking new homes on our soil. Real estate has constantly risen in value, as new schools and churches have testified to the superior educational and religious facilities of the community.

Prosperity abounds. Extreme poverty is unknown. Virtue prevails. The grog seller and gambler, those birds of ill omen, the greatest curse of a new country, have flown to a more congenial clime. The wise property owner has learned that the pecuniary investment which has brought him the largest, surest, safest returns in dollars and cents, was that made in school-houses and teachers.

The subject is an attractive one. A very little observation and inquiry will verify our statements. If this be true, are not the friends of popular education justified in making more use than hitherto, of this very tangible and effectual argument, in promoting the increase of school facilities? Think of it, friends of progress and popular enlightenment.

PROFESSIONAL SCHOOLS FOR PRINCIPALS.

We have felt no little surprise, on looking over the lists of graduates from many of the normal schools of the Northern states, to find so few young men. The ratio of men to women is as one to three, with few exceptions. That there must be male teachers, is beyond question; but the record this year looks as though but few men expected to make teaching a profession.

Is there not an error somewhere? Ordinarily, men take higher positions than women, and are better educated. Is it not probable that

the normal schools at which women are professionally educated, do not entirely meet the wants of men? They expect to become superintendents, or professors, or principals, and must have a liberal education. In addition to which, they need special training in normal methods, and in the work of superintending. If normal schools do academic work, and only give a finishing touch of normal drill, can it be expected that men will be content to attend them? If they have only the same academic and normal training as women, wherein are they better qualified for principals and superintendents, save in the sole condition of sex? Men graduate from colleges, and obtain their ideas of teaching from experience, reading and conversation, which occupy a good share of their lives; if, after graduation, they could spend one year in a strictly professional school, in which they could obtain some practical ideas of the work of principals and superintendents, as well as of methods of teaching, would not much time, numberless mistakes, and sometimes failure, be thereby saved? Would there not be better teaching done all over the country than now? We do not in the least disparage the work of existing normal schools, though we have often thought they were normal only in name; but it seems as if there was still a higher work than even they were established to do. It might, however, be done by or in connection with them.

BRIDGEWATER (MASS.) STATE NORMAL SCHOOL.

In a beautiful old town near the heart of the Old Colony, is situated one of the most venerable, as well as most prosperous, of the Normal Schools of America. It is only second in age, the school originally opened at Lexington, afterwards transferred to West Newton, and now established at Framingham, being its only senior. Never large in numbers, and with a term of study originally of but a single year, it is certainly very remarkable that its influence should have been so wide-spread and permanent. Its graduates are to be found occupying the most responsible positions in the educational field in many States of the Union. As the heads of Normal Schools, Professors of Colleges, in the Army and Navy, and prominent in the pulpit and at the bar, all graduates of Bridgewater bear willing testimony to the value of the instruction there received. The three Principals have all been men of remarkable fitness for their work. The reticent but magnetic Tillinghast, the enthusiastic Conant, the patient and devoted Boyden, all have well and wisely performed the responsible work imposed upon them. It is the great good

fortune of the latter to be connected with the school in these days of its highest prosperity.

Of the eight members of the Faculty of the Normal University of Illinois, four, including the President, are graduates of the Bridgewater School. The latter may, therefore, in some sense, be regarded as the parent of the Illinois institution.

It was with the keenest pleasure that we recently attended the closing examination and Commencement exercises of the institution from whose walls we went forth as a graduate nearly a score of years ago. The old building we found greatly enlarged and improved, the assembly room being decorated with paintings and a beautiful mural slab commemorative of the Normal students who died for their country in the Great Rebellion. The familiar faces of Tillinghast and Conant smiled benignantly upon us from the walls, while the cordial hand-clasp of the present Principal and his worthy associates made us feel at home as of yore, albeit no faces but those of strangers greeted us from the desks.

The examinations seemed to us exceedingly satisfactory. As is eminently proper in a seminary for teachers, no pupil was examined solely with reference to his proficiency in certain branches of science. Every exercise was an exercise in Teaching. The responses were exceedingly prompt as well as correct, and the work was done almost entirely by the pupils themselves, after the topics had been assigned by their instructors. The State Board of Education was fully represented by the Secretary (corresponding to the Superintendent of Public Instruction in the West,) and other members, who frequently asked questions and evinced the deepest interest in the proceedings.

The graduating class consisted of fifteen ladies and five gentlemen. The whole number of students in attendance for the year was 182.

The Bridgewater Normal School is one of four supported by the State. Its Faculty numbers seven, four of whom are ladies. The school was established September 9, 1840. The whole number of pupils, since the start, has been 1,789. The number who have finished the course and received diplomas, 1,086. Tuition is free to all who comply with the conditions of teaching in the schools of Massachusetts.

The usefulness of the school has recently been greatly enhanced by the erection of a commodious Boarding Hall. This hall is under the charge of the Principal, who resides in the house and boards with the students. The pupils board at cost. For \$3.75 a week, room-rent, fuel, light, washing, and board are afforded.

The Twenty-third Biennial Convention of the Bridgewater Normal Association, a body composed exclusively of the Alumni of the Normal

School, took place the day succeeding Commencement. The exercises were of an exceedingly interesting character to all Alumni of the institution, and were concluded with a fine collation, followed by speeches. The President of the new board of officers is a resident of Illinois, which State counts among her citizens no inconsiderable number of the graduates of Old Bridgewater.

EQUAL PAY TO MEN AND WOMEN.

At a recent meeting of the Board of Education, in St. Louis, it was decided to pay the principals of all schools of equal grade, the same salary, whether they were men or women. There were two schools of the highest grade having female principals who have been receiving \$1,400 per year, while the male principals received \$2,000. The proposition to equalize the wages was warmly contested, on the usual ground of sex and consequent incapacity to do as well as men. But these two ladies, we believe, have been principals of these schools for a considerable time, and would hardly have been retained if not successful. Since they have been retained, it must be inferred that they have done their work as well as men would have done it; they should, therefore, justly receive as much as would be paid to male principals occupying similar positions.

EDUCATIONAL INTELLIGENCE.

CHICAGO.—Upon the death of Mr. J. F. Ballantyne, formerly a member of the Board of Education, and always an earnest advocate of the public schools, the Board passed resolutions of regret, and of condolence and sympathy for the bereaved family.

Anderson's Grammar School History of the United States was adopted in the grammar schools in place of Seavey's Goodrich's, which has been in use for several years. In the High School, J. Slocum, for six years principal of the Mosely school, succeeds O. S. Westcott, as teacher of Mathematics; and Dr. Samuel Williard of Springfield, Ill., takes the place of H. W. Snow, as teacher of History. Mr. Samuel N. Griffith, formerly Professor of Mathematics in Lawrence University, Wis., and lately of Geneva, Ill., becomes principal of the Moseley school. Mr. N. C. Twining of Waterloo, Wis., is elected principal of the new grammar school on Forest avenue, and C. G. Stowell of Chicago, of the new Larrabee street school. Miss Mary J. Creswell, for many years head assistant of the Brown school, resigns, and is followed by Miss Carrie B. Skeer, who occupied a similar position in the Carpenter school, and who is succeeded by Miss Maria H. Sayward. Miss E. C. Dewey is elected head assistant of the Forest avenue, and Miss Maria H. Haven, of the Larrabee street school.

The first session of the Cook County Normal School began September 2, 1867. The catalogue shows that the number of different pupils belonging for the year 1867-68, was 60; for 1868-69, 79; for 1869-70, 83. The average attendance for first

year was 41; for second year, 64; for third year, 71. The school has a fine three-story building, recently built, and well furnished. The number of different pupils who have attended the school, is one hundred and fifty-three; of these thirty-six have graduated. The school is located at Englewood.

PERSONAL.—Our old friend G. N. Jackson, so long and favorably known to teachers as agent for Messrs. Brewer & Tileston, has resigned his old position, and has taken charge of a manufacturing business in Chicago. Office, 51 South Water Street.

ILLINOIS.—Ira A. Shurtleff goes from Blue Island to Englewood (Cook County Normal), on a salary of \$2,000. D. S. Wentworth, principal of Cook County Normal, receives a salary of \$3,000. H. S. English leaves Salem for Cairo, salary \$2,000. T. J. Burrill is promoted to the chair of Botany and Horticulture, in Illinois Industrial University, salary \$1,800. James C. Bennett, principal Fourth ward school, succeeds Dr. Samuel Willard in the superintendency of the Springfield schools. T. H. Smith leaves Mattoon for Tuscola, salary \$1,500. A. B. Leaman of Canton, recently from Dayton, Ohio, has his salary raised from \$1,200 to \$1,800. C. I. Parker of Joliet is to receive \$1,500, in place of \$1,200, his salary last year. J. M. Olcott, for several years superintendent of schools at Terre Haute, is called to take charge of the schools at Jacksonville. Prof. I. Wilkinson goes to Lincoln High School. M. Moore leaves Dwight for Charleston, salary \$1,500. J. D. H. Cornelius of Galva goes to Moline, salary \$1,500. The Galva schools, we are informed, are to be conducted wholly by ladies. J. Thorpe of Polo will teach at Fulton. Miss C. J. Cook of Westfield (Mass.) Normal School, will teach at Princeton. H. A. Coolidge goes to Du Quoin. George W. Mason has resigned at Charleston, Ill., and has accepted the principalship of the Little Rock, Ark., High School; salary \$1,500. S. Bogardus, for two years past principal of the Marengo schools, has associated himself with Mr. Rutledge in the Springfield Business College.

WISCONSIN.—Charles H. Allen of the State Normal at Platteville, has resigned, and is now in Oregon. Prof. Charlton of Auburn, N. Y., succeeds him. R. L. Reed is to have charge of the schools at Omro. James Salisbury, recently graduated from Milton College, will take charge of the schools of Broadhead, and Jesse B. Thayer of the same class, goes to Menomonee. L. L. Clark will teach at Whitewater. Miss Anna W. Moody of Geneva will take charge of the academic department of the State Normal, at Whitewater.

A new State Normal will soon be opened at Oshkosh.

Mr. Robert Graham of Kenosha has been re-appointed agent of the Board of Normal Regents, and will spend his time in institute work throughout the State. This will be hailed with pleasure by all teachers, for his labors are profitable as well as agreeable to all.

F. C. Pomeroy, for six years superintendent of schools at Milwaukee, died on the 25th August. His decease will be seriously felt by the teachers and schools.

IOWA.—Charles Robinson of De Witt goes to Marshalltown. Prof. Olmstead, principal of the High School at Cedar Rapids, leaves the educational field, and is engaged with A. H. Andrews & Co., Chicago. C. C. Chamberlain of Winterset, and Prof. Lamphrey of Knoxville, have resigned. Miss Emma Quintrell of West Des Moines, a primary teacher, leaves her position with a salary of \$1,000, for a similar one in Sioux City, with a salary of \$1,200; her sister, from Cleveland, Ohio, takes her place, on a salary of \$1,000. Miss Mary Johnson, occupying a similar position in East Des Moines, receives a salary of \$1,000. We wish primary teachers were everywhere as well paid, and required to do good work.

ILLINOIS STATE TEACHERS' INSTITUTE.

The Institute commenced at Normal, August 8th. In the absence of President Edwards, Secretary Pillsbury called the teachers to order at *nine o'clock*, although there were but twenty present. The Institute then proceeded to the election of officers. Result: E. C. Hewitt, Pres.; J. W. Cook, Sec.; Henry McCormick, Treas.

A Committee of the Normal Faculty having prepared a programme of exercises, the work was at once begun. The number rapidly increased; at the close of the day fifty had arrived. The attendance continued to increase until the close of the session. About two hundred and fifty names were enrolled.

During the first week, Prof. Hewitt occupied two hours each day; one in School Management, and one in Geography, including a lesson on the Franco-Prussian war. Mr. Blodgett, of Rockford, gave daily exercises in Natural History; Mr. Boltwood, of Princeton, in English Grammar, and Dr. Sewall, of Normal, on Botany.

Prof. Metcalf was present three days, and gave Arithmetic lessons. Prof. Cook did something in Vocal Music. There were also discussions on various interesting subjects, participated in by Messrs. Powell, of Aurora; Gove, of Normal; Roots, of Tamaroa; Arnold, Dobbin, Hobbs, &c.

For the second week Dr. Sewall was made President. The exercises of each day were Physiology and Chemistry, by Dr. Sewall. Reading and Phonics, by Prof. Cook. Graded School Organization and Management, by Aaron Gove, Normal, and Geography of Illinois, by Prof. McCormick.

In addition, various exercises were introduced and carried on, much to the interest and instruction of all. During the session, evening lectures were had from Mr. Boltwood, Dr. Sewall and others. An evening sociable added to the pleasantness of the affair. In numbers, ability and interest manifested, this year's session has been inferior to none of previous years.

NORMAL, Illinois, June 23, 1870.

The Alumni Association, of the Illinois State Normal University, was called to order at 4 P. M. About fifty of the Alumni were gathered in the Wrightonian Hall at the appointed hour, O. F. McKim occupying the presidential chair. Minutes of the last meeting were read and approved.

On motion of E. A. Gastman, Geo. W. Mason was requested to invite Sec. A., to meet with the Association, which invitation was accepted.

The report respecting the Normal Soldiers' Memorial was called for, and, as nothing had been done, the matter was dropped by discharging the Committee. The Association requested the President to defer the delivery of his address, and present it with the Literary exercises of the evening.

The Treasurer, E. A. Gastman, presented his report for 1869, which was accepted.

The Committee on the revision of the Constitution was called for. The committee reported. The Association then considered the Constitution by article and section. Several changes were proposed and carried. The Constitution, as amended, is as follows:

[The Constitution will be published in full, soon.—ED. SCHOOLMASTER.]

The Association then adopted the Constitution.

Mr. Hull moved that a member of each class be appointed as

a Committee on Nominations. The report presented by them was as follows:

OFFICERS FOR 1871.

President—JOHN HULL.

Vice President—ROBERT McCART.

Secretary—MISS E. M. SPRAGUE.

Treasurer—E. A. Gastman.

Executive Committee—The President, J. HULL; MISS EMILY COTTON and HOSEA HOWARD.

They were unanimously elected. Mr. Fulwiler suggested the propriety of the Association sending replies to the greeting sent by Mrs. Maggie Hurd, of Cairo, and Mr. Roots, of Washington, D. C.

The Association acted upon the suggestion by making Mr. Fulwiler, Miss Wakefield and Howard Christ a Committee to send the telegrams.

A motion was made and carried, fixing the dues for the present year at \$2.

On motion of Prof. Cook, the reports of the class Secretaries were called for. A few verbal statements were made by each, respecting the members of his class.

The Secretaries for 1871 were appointed as follows: 60, Edwin Philbrook; 61, E. A. Gove; 62, Miss H. F. Grennell; 63, — — —; 64, Miss Belle Moore; 65, W. McCambridge; 66, Miss Sarah E. Raymond; 67, Miss M. French; 68, Miss Grace Hurwood; 69, C. W. Moore; 70, Miss Lettie Mason.

The Association then adjourned to meet in the Philadelphia Hall to partake of a collation.

The Alumni, with many of their friends and a large number of the citizens of the place, assembled in the evening in the great hall of the University, to listen to the Literary exercises of the Alumni, which consisted of:

Opening Chorus, led by Will. Smith; Oration, Charles L. Capen; Essay, Miss Etta M. Sprague; Music, Male Quartette; Essay, Miss Sarah E. Raymond; Music, Trio; President's Address, O. F. McKim; Music, Chorus.

The Association regretted the absence of Miss Sarah E. Raymond, whose Essay was read in an able and pleasing manner by Miss Hattie Dunn, of Bloomington.

A telegram received from Joe Hunter, informed the Alumni of his inability to be present. We know of no exercise the omission of which would have caused more sincere regret than that of the oration of Joe Hunter.

The Association adjourned.

OSCAR F. MCKIM, President.

RUTHIE E. BARKER, Secretary.

TREASURER'S REPORT.

E. A. Gastman, Treas.,		In account with Normal Alumni Association.	
1869.			
June 24.	To amount in hand.....	\$41 50	
"	Two Dollars from each of the following members:		
	McKim, Cook, Harris, Cotton, Kingsley, Dunbar,		
	Barker, Hurwood, Bullock, Figber, Fuller, Ellis,		
	Bogardus, Mrs. Bogardus, Dunn, Strickler, Phil-		
	brook, Roots, Fulwiler, Grennell, Rivlen, Carlton,		
	Wakefield, Watts, Stevenson, Hurd, Barber, Burrill,		
	Frost, Hull, Mrs. Hull, and Gastman.....	64 00	\$105 50
1869.			
	CONTRA.		
June 24.	By dinner at Normal Hotel.....	\$50 00	
"	Paid John Hull, as per bill.....	12 00	
"	Paid for copy of Act of incorporation.....	2 00	
1870.			
June 22.	Balance on hand.....	\$41 50	\$105 50
	All of which is respectfully submitted.		

E. A. GASTMAN, Treasurer.

Our readers will be interested in the following statement of location and salary of some of the Illinois Normal Graduates of 1870. No better criterion of the success of the Normal School could be given. The list embraces all of the class heard from:

B. W. BAKER, Principal of Grammar School, Normal University; salary, \$1,000.
 JOSEPH CARTER becomes a partner in the firm "W. A. Pennell & Co."
 R. A. CHILDS, Supt. of Schools, Amboy; salary, \$1,100.
 J. W. DEWELL, Principal of Barry Schools; salary, \$1,000.
 R. A. EDWARDS, Principal of Paxton Graded School; salary, \$1,000.
 S. W. GARMAN, Civil Engineer Southern Pacific R. R.; salary, \$1,500.
 BEN. HUNTER, Principal of Oneida High School; salary, \$120 per month.
 J. W. LUMMIS, Principal of Clayton Schools; salary, \$100 per month.
 W. H. RICHARDSON, Principal of St. Paul's School, Kankakee; salary, \$1,200.
 J. W. SMITH, Principal of Pontiac Schools; salary, \$1,000.
 Miss FANNIE SMITH, First Assistant in Paxton Graded School; salary, \$600.
 WILL H. SMITH, graduate from High School, Principal of Granville Schools; salary, \$1,000.

UNDERGRADUATES.

G. D. YOKOM, Supt. Carbondale Schools; salary, \$1,100.
 A. W. YOUNG, Principal of Richmond Schools; salary, \$850.
 J. H. STICKNEY, Principal of New Salem Schools, Pike Co.; salary, \$75 per month.

By authority of the State Legislature, the Board of Education of New York city has appropriated \$150,000 for the erection of a building for the City Normal College for women. It is expected that \$200,000 more will be called for at the next session. The building, which will occupy the block between Sixty-eighth and Sixty-ninth streets and Lexington and Park avenues, will be 174 feet by 290 in size, with class-room accommodations for 3,000 pupils. The building will be begun in September.

BOOK NOTICES.

Elocution: the Sources and Elements of its Power. By J. H. McILWAINE, of Princeton College. New York: CHARLES SCRIBNER & Co.; Chicago: HADLEY BROTHERS.

We are much pleased with this work. It seems a conscientious and successful attempt to trace the power of oratory to its source, and to make a book which shall be as practical to the student of elocution as an arithmetic is to the student of numbers. The author explains clearly the relations of orator and audience, and shows in plain language the action of the mind on mind. The distinctive feature of this work is that it treats elocution as a science and as an imitative art. H.

PUBLISHER'S DEPARTMENT.

A BOY'S INVENTION.—We have just examined a new attachment for all Sewing Machines, called "Leslie's Magic Ruffler," for making ruffling and puffing, which has been invented by a boy, after several months of most persevering study, which has discouraged many an older head. It is a perfectly simple device, which can be understood at a glance, and used with ease by every one who can run a sewing machine, and does its work to perfection. It will gather and sew to a BAND in the neatest possible manner, making a nicer ruffle than can be made by hand.

As ruffling is used in large quantities by every family, we trust the sale of the instrument will well repay the persevering boy for his industry.—*Chicago Evening Post.*

NOTE.—The Ruffler will be sent by mail to any address, on the receipt of the price, \$1.50 and name of the machine, and after a week's trial, if not found satisfactory, it may be returned, and the money will be refunded. Address, CORNELL, WARD, & COMINGS,

133 Lake St., Chicago.

ALL THE LEADING NEWSPAPERS published in the United States may be found on file at the Advertising Agency of G. P. Rowell & Co., of No. 40 Park Row, New York.

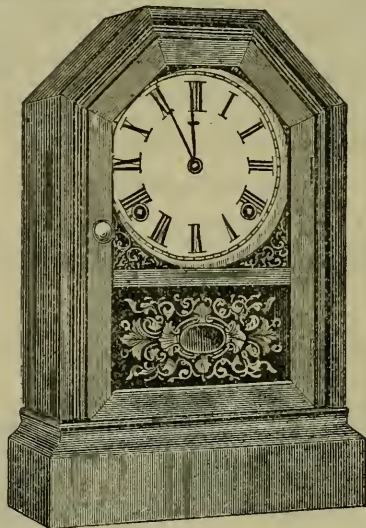
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THE SCHOOLMASTER.

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PRIMARY INSTRUCTION.

ALFRED KIRK.

It cannot have escaped the observation of any one, how very rapidly the minds of infant children develop. Their accumulation of knowledge at times astonishes even the fondest parents, who are every day surprised at the manifestation of some new force, and gratified at some new acquisition. It would seem that knowledge comes to them spontaneously, as their young activities are ever stimulated by their daily surroundings; though it is true that all real knowledge comes to the human mind spontaneously—that is, by natural processes in accordance with natural laws. The child is in a condition of natural growth, and it would seem to be a law of the human organism that during these first years the mind is susceptible only to the influences that are furnished by natural life. Nature seems to come forward as the instructor, the educator, at a period when the mind begins to take on germination, so to speak,—when the life begins to manifest itself through mental phenomena.

The development of the human mind seems to follow the operations of a law furnished unto itself; its *tendencies* appear to furnish the *conditions* of its growth. These tendencies are true, and furnish suggestive lessons for study for every parent and teacher, for they lead to truth. This mental law gives direction to the child's activities, and he, while obeying naturally a mandate of his constitution, gets to himself a form and kind of knowledge best suited to him. Every one knows that young children come into possession of new knowledge only as impressions are stamped by repeated presentations. All the knowledge which they acquire is objective, and can only be furnished by objects of which they

become conscious through the medium of the senses. Their progress during the first years of life is, almost without an exception, satisfactory; and when the child has arrived at legal age for entering school, the announcement is not unfrequently made, with more or less gratification, "He is smart to learn," "Quick to take up anything." Nor is the parent so often deceived in this matter. The truth is, children know no such delight as they experience in acquiring information, and they will learn, will develop with surprising rapidity, if the teacher but know how to guide their energies. Then why is it that children who enter our public or private schools fail so universally to fulfill the promise they gave while in the nursery? Why is it that their mental activities seem to be suppressed and stultified, rather than quickened? Why is it that so many of our teachers are in a condition of chronic complaint because of the stupidity of their pupils? Why is it that children, for the first time, are without a spirit of eagerness to acquire, seem to shrink back, and that, too, at a time when their opportunities should be the largest? The mother who withdrew her son from the school-room, alleging that his powers were becoming dwarfed, his energies repressed, and his enthusiasm to acquire chilled, preferring that he should not learn rather than learn amiss, recognized a serious error in our educational methods. Almost every child enters school a little enthusiast, hopeful of the days that are to come, eager to find food to gratify his craving—picturing the school-room, in his sanguine nature, the goal of his hopes, proud of the knowledge he has acquired of things around him, and filled with an irrepressible longing for more. But it will not be long before you can read disappointment written in his face; he is in doubt; his confidence in himself weakened, if not destroyed. He is an enthusiast no longer. He only desires to be relieved of the drudgery and constraint of the school-room, and be free; free, to see and know the things that meet him at every step; free from associations and surroundings that gratify no natural desire of his nature. The school-room should yield to him this freedom, this natural expansion of the whole person, this growing into a conscious liberty that gives the greatest scope to every faculty. It is, however, too often that he breathes nothing that gives him life, nothing that draws him up into a higher plane. None of his activities respond to the demand the teacher would make of him. He does not recognize that any appeal is made to his aspirations, and in fact there is none. There is no chain of sympathy, no line of communication between the teacher and the taught.

Now the Creator has implanted in the mind of the child a desire to know, a disposition to acquire; and so formed it that its power is devel-

oped by the action of forces which call into operation certain lines of activity. Plants will not grow unless they be permitted to observe the laws of growth within them. Conditions only are furnished by nature; the activities of the plant seize upon these conditions, and by a vital action in themselves, assimilate whatever is necessary for its development. So with the human mind; conditions only are necessary, and these conditions are furnished by an Infinite Wisdom, if we but know just when and where to apply them. There is always a failure in the educational process when man begins to substitute conditions of his own. The error into which our systems have fallen, and with which we seem to be content, is that they are contrary to natural laws, and opposed to the natural evolutions of human thought. We are given to artificial processes, and God's plan seems to be ignored. We begin where we should close, restraining and dwarfing where we should bestow freedom. We construct a ponderous educational agency, send it forth, and then wonder that results do not gratify us. We take no lesson from the natural order of development in mental phenomena, and are surprised that we fail.

Where shall a remedy be found? is a question I propose to consider in a future article.

HOW CAN MUSIC BE MADE AVAILABLE IN THE GRADED AND UNGRADED SCHOOLS OF OUR COUNTRY.

O. BLACKMAN.

1st. IN GRADED SCHOOLS.—These schools are situated in towns and small and large cities. Each school is so large as to require several teachers to conduct it, each teacher having one or more grades.

The object of the grading of schools, is that we may pursue a more thorough and systematic course. A graded course is a progressive course of study, beginning at the beginning of the subject, continuing as far as the circumstances will admit, and this course divided into as many parts, as the facilities of the school may dictate. Different cities divide essentially the same course of study into quite different parts or grades, on account of the different facilities for carrying on the school.

If music is to become part of the graded course of a school, there must be marked out a course of study, beginning with first principles, and

gradually, by small additions, arriving at the same comparative result in this branch as in other branches.

To interpolate music, or any other new branch, into an established graded course, is a simple matter, requiring patience, work, and waiting. As a rule all classes should begin at the beginning of the course, and even the highest grade take everything in it. The higher the grade the shorter time it will require to remain on the same work. There should be no hesitancy to begin low in the course, because, perchance you may have several good singers in your higher classes. Go to the bottom, and they, even, will thank you for it in the future.

Having arranged a progressive course (not yet graded), set all rooms at work for one or two weeks. By this time, the person in charge (Principal or Superintendent), will be able to assign work to each room for the next four weeks. This gives the music teacher and the classes an idea of what is to be expected, and there will be an effort to accomplish it. At the end of the four weeks, the Principal will listen to the singing of the work the class has passed over, asking such questions as suggest themselves.

This may pass for an examination, and the Principal should decide, being not too critical at first, whether the class should go on or review. Supposing the class is decidedly able to go on, the Principal can now mark a point to be reached during another period. This pursued a year or two will establish in all the grades a course in music, corresponding to the graded course in other branches. It will probably be found that the several grades, as in reading, consist of the singing of a certain number of pages of music, the quality of the performance being determined by the examiner. To examine, making quite just decisions, it is not absolutely necessary that the examiner be very musical. A common-sense looking on, seeing the way the class take hold of the things they do, will serve the purpose.

In the next paper will be discussed the way music may be put into ungraded schools, also, the question as to who will do this work in both kinds of schools.



EDUCATION is condition, not quantity. One is educated when his faculties have been trained to action and are subject to his will; only learned when knowledge is stored up in the memory, and the books are committed.

MODEST MANNERS IN SCHOOL-GIRLS.

J. MAHONEY.

An article by Gail Hamilton, on the *pronounce* manners of our public-school girls, or young ladies, as they would call themselves, came recently to our notice. The talented writer, with masculine force and a feminine delicacy and sense of propriety, dwelt upon the boisterous conduct and glib conversation of such blossoms of our system of public instruction as ride back and forth in horse-cars and other public conveyances. We sincerely wish that the same article could be inserted in all the school reading-books throughout the Union. It would have much more weight with the misses than innumerable lectures from their mothers and teachers, to whose discourses on propriety the damsels too often listen as they do to thunder—because they are obliged to do so. Such insertion, however, being impracticable, the best we can do for the thoughtless ones is to follow the course of Gail Hamilton's ideas on the subject as far as they coincide with our own experience. The authoress justly observes that a woman's first duty is to be a lady; and that the education which enables a female to calculate an eclipse, to solve a problem in algebra, or to show by severe logic the difference between tweedle-dum and tweedle-dee, is worse than thrown away upon one whose conversation and manners attract the attention, and merit the disapproval of the most illiterate observer.

We do not wish to use forcible language, but the deportment of many of our young ladies of the public schools is, to say the least, a little peculiar when they take possession of a portion of a car on their way to and from their institutions of learning. No matter who, or how many, happen to be present; in the presence of the Prince of Wales or Handy Andy, of a judge or a ditch-digger, their chatter concerning themselves, their opinions, their acquaintances, and expectations, goes on just the same. Their teachers and studies come in for an unusual share of their polite exposition.

Never did a gang of medical students go at a subject with more *elan* than do these dissect the poor victims of school-girl criticism; and the scalpel of the surgeon is dull indeed in comparison with the tongue-cleaving of a bevy of blooming, book-loaded, young damsels. A faint idea of their public performances may be gained from the following snatches of conversation carried on in the loudest tones and with a self-complacency equal to the effigy of Punch as a tobacco-sign: "How do you like Mr. Fairman, Fanny?" "Oh, I adore him!" Fanny replies.

"I think he's horrid," proclaims the first speaker; "I can't bear old bachelors anyhow!" "I think Mr. Swells is splendid, he's so manly and careless in his actions, and indifferent in his manner towards all the girls. I'd like to bring him down, I *tell* you!" "But he's so rakish looking, Cissy!" "I don't care," Cissy replies, with a spurt; "I like rakish looking men, and always did." "What do you think of Miss Blarney?" another inquires. "Oh! she's good enough, but so soft, and so sweet on Mr. Fairman, that it makes one sick to watch her." "Say, Tilda, did you hear the good joke I got off on Mr. Baine to-day?" "No, Molly; what was it?" "Why, he asked me if my curls were false, and I said, 'Shoo fly! don't bodder me!' Wasn't that good?" "First rate, Molly."

All this is delivered in the hearing and for the benefit of the grinning conductor and the ogling fop, the sneering cynic, and the prowling reprobate, the bewildered Teuton, who exclaims: *Mein Gott!* was fur *Fraulein!* and the astonished Paddy, who whispers to a neighbor: "Thim gerls hav'n't purty manners, wid all their eddication;" and our public schools are judged accordingly.

The writer of this has seen strange vicissitudes of life—hardship and poverty forced him into queer company. As an apprentice to a trade, he worked in an atmosphere of swearing until he dreamt profanity and ejaculated oaths involuntarily. He has met railroad men, canal men, and hackmen; he has waded through an Irish riot, and pronounced the cabalistic words, *zwei lager*, under appropriate circumstances; he traversed St. Giles and baffled a Liverpool ship-runner; and yet, after all these hardening experiences, he cowers into a corner, and skulks behind the friendly, fortifying folds of a morning or evening paper, when a covey of those scholastic beauties hover in sight—such is his dread of the fearful artillery of their winkless gazing, and the more fearful broadsides of their recognition or salutations.

Alas! alas! They are well disciplined in mind, and above suspicion in morals; thoroughly conversant with the facts of learning, and versed in the principles of science; and yet, to a casual observer, they seem nothing but brass in front and hair behind.

The cause of this boldness and its remedy we shall try to point out at some future time.

SUGGESTIONS FOR TEACHERS.

It can not be necessary to insist on the importance of a careful preparation of lessons. There are, no doubt, some which the teacher may be expected to give adequately without special preparation, in virtue of his general knowledge and cultivation of mind; but there are others which will generally require more or less of this preparation for their effective teaching. Some will require it for one thing, some for another. In some it may be necessary in order to give him the necessary extent of knowledge. When the subject is of a familiar sort, it may seem to him that his general information is sufficient to warrant him in at once entering on its exposition; but if he will reflect that he is about to give the pupil those fundamental notions of the thing on whose soundness the character of all subsequent knowledge of it will depend, he may perhaps be led to doubt whether his information is sufficiently extensive, or his conceptions sufficiently clear for that purpose. Without preparation, he will be very apt to dwell on what he happens to remember, rather than on what is important; and he will often find that some of the links have slipped from his grasp, which are essential to connect the parts of his subject. The habit of teaching from inadequate knowledge is, as has already been remarked, the cause of much profitless and uninteresting labor, not only to the pupils, but to the teacher himself. Other lessons will need preparation with a view to their arrangement. Even when one has a thorough knowledge of a subject, he can seldom fall into the best plan of communicating it without previous reflection; the simplest and most elementary subjects are no exception to this rule. Finally, many lessons will require preparation with a view to their illustration. To find suitable illustration is often the most difficult thing in a lesson; certainly it will not present itself unless it be sought for. When the illustration is to be drawn from objects of any kind, the teacher will generally find it expedient to examine them beforehand; his references to them will be more definite and confident when made, not to his idea, but to his experience of them.

But besides the direct preparation required for his daily work, there is an indirect preparation of a still higher kind, and fertile in a still richer influence. He who is engaged in forming the minds of the young, should not only teach; he should also be a learner. He should have his own subject of private reading and of private study; no matter whether this be allied to the subjects of his professional work or remote from them, it will contribute to their vigorous and effective handling. For it will keep his mind fresh and flexible, and his sympathy with his pupils*

efforts and difficulties tender and buoyant. The teacher who has no private reading has no love for reading, and is therefore destitute of that living spirit which alone can inspire his pupils with that love. The substance of his knowledge has become common-place by the daily tear-and-wear of communication; it has as little beauty or interest for himself as for his pupils. When he ceases to learn, he descends to a position below that of his scholars; for to be learning is the highest intellectual tendency of our nature. We would admonish him, therefore, that he "ought to be perpetually learning, and so constantly above the level of his scholars." "I am sure," says Dr. Arnold, of his pupils, "that I do not judge of them or expect of them as I should, if I were not taking pains to improve my own mind."

The young teacher will find the preparation of his lesson materially aided by making a sketch of it in the form of notes. These should not be limited to the mere heads of instruction; in which form they would be too general to serve the end for which they are framed. On the other hand, they should not consist of a minute series of questions, such as it may be supposed the lesson will actually present when given. A lesson whose form is thus predetermined is never successful—being of necessity deficient in that elasticity and that adaptation to thoughts suggested in the very act of teaching, which are of the essence of successful instruction. The notes should contain the principal topics to be touched on, arranged in the order in which they are to be taught, and so as readily to catch the eye, and also the illustrations to be used under each. It would further be expedient for the teacher to reflect beforehand on the manner in which he shall present the several parts of a subject; for all else, his language, his questions, and the precise degree of attention to be paid to each point, he must trust to his skill in teaching, which, as it is a habit, can not be got up for particular lessons. These notes should not be used in the process of teaching. A lesson seldom succeeds which is taught with frequent reference to written notes, the hesitation and interruption thus caused being very unfavorable to sustained attention from the pupils.

The substance of them should be lodged in the teacher's memory, so that during the actual teaching nothing may come between his own mental activity and that of his class.

The labor involved in preparation amply repays itself. The teacher who undergoes it feels his motives to duty strengthened and elevated. Conscious that his instruction becomes of value and interest, in consequence of the labor he has expended on it, he desires, like all in a similar position, to obtain an adequate return for that labor on the part of those

for whom it is undergone. He teaches, not in the spirit of routine, but because he has something to say. He is anxious that his pupils should exercise their intelligence on what he has prepared for them; he appeals almost unconsciously to their love of knowledge; and he is pleased when a casual answer opens up a new train of thought. He will not often be disappointed in his anticipations. On the other hand, it will be in vain for any teacher to look for the symptoms or results of honest, hearty work from his class, when he habitually meets them with the doubtful knowledge, disorderly questioning, and meagre, hap-hazard illustration, which necessarily mark unprepared instruction.—*James Currie.*

[We give below the abstracts of three of the papers read before the Association of School Principals, held in Chicago. The President's address was outlined in our notice of this meeting in the August number. These abstracts have been furnished by the authors, and are therefore much better than newspaper reports. It would be impossible to give any outline of Miss Peabody's excellent talks, and we therefore make no attempt.—EDITOR.]

I.

MUSIC IN THE PUBLIC SCHOOLS.

E. E. WHITTEMORE.

It has been said in relation to this subject that, "we are carrying note this business too far." The system of "sol-fa-ing" is indispensable in learning to read music correctly. The Greeks had four syllables which they applied to the sounds of their tetrachord as we assign our sol-fa to those of our octave.

In 1204 Guido introduced the staff with five lines, on which, with the spaces, he marked his notes. Thus it will be seen that "sol-fa-ing" was adopted more than six hundred years ago.

I gave the "rote" business a fair trial, became thoroughly disgusted with it, and urge the following objections to teaching music in this way: First, music taught by "rote" *is* and *must* be taught imperfectly; Second, pupils derive no permanent benefit from "rote" singing; Third, it vitiates

the musical taste of the pupil; Fourth, it creates false pitches and tones, thereby unfitting the pupil for either chorus or solo singing.

It is the duty of every teacher to frown upon the practice. It is a hopeless task to attempt to eradicate incorrect habits of singing; hence, it is necessary that a child should have, at the beginning, a competent teacher.

Much care should be taken in *grading* music in relation to intervals. To teach a pupil to read music correctly, requires a great deal of repetition; hence, those teachers who have their classes singing over the scale and exercises correctly, the greatest number of times, will have the best results.

It is best to have the *practical* understood, before teaching much *theory*. If a teacher expects to have any success, he must have a clear idea of the subject he wishes to teach, be able to criticise correctly, and have a new idea for each lesson.

Too little attention is paid to the use of the voice. Loud singing is an evil that all teachers realize, and yet how few insist upon a reform in this particular. A correct position during singing is indispensable. Children should not be allowed to sing during physical exercise; while *muscle* is being developed the voice should remain at rest. Boy's voices begin to change at the age of ten, though sometimes not until they reach the age of fifteen, and in isolated cases not until twenty. Great care should be taken during this change in the voice, or it will be rendered entirely useless. Boys should sing the second or third part during the change of voice. Girls should alternate in singing the alto and soprano. There are four great evils in the teaching of music in our Public Schools that should be corrected, viz: "rote singing" in any grade whatever; improper grading of intervals; teaching theory for the sake of passing grade, and the wholesale abuse of the voice.

II.

SCHOOL BUILDINGS.

E. A. GASTMAN.

What shall be the size, style and character of our school buildings? Shall one large, showy building, or several less pretentious ones be erected? It is not always easy to answer these questions. The plan of the town has much to do with it. If compactly built, one will answer; if the reverse, two or three will be best. If one, it will pretty surely be a grand

palace; fine towers and Mansard roofs will be in the ascendancy. Rival towns must be humbled, and our vanity gratified at the expense of usefulness. Some of our towns have erected schoolhouses, costing from forty to sixty thousand dollars, and are now paying their teachers in scrip worth whatever brokers please to pay for it. This extravagance is actually threatening the perpetuity of the free school system in our State.

Expenses must be curtailed. Salaries are cut down to the lowest figures. Cheap teachers are in demand. The wealthy seek better teaching, even though it be found in poorer houses. The masses are dissatisfied, and the schools soon become unpopular in the community.

It is frequently urged that we must have large houses to secure good grading and save the expense of employing more than one principal. With four rooms very good classification can be secured; six or eight are preferable. Let small houses be provided for primary schools, with a large one, if necessary, in the center of the district. The difficulties of governing diminish with the number to be governed. One vicious pupil corrupts a whole school. Let this influence be exerted on the smallest possible number. In towns of 2,000, we will have a school attendance of about 300, probably less; to accommodate this number would require six rooms; two houses will be best, one with four, the other, two rooms. In some cases it will be an improvement to have a central house with four rooms, and one room in two different parts of the town. In another class of towns varying from 3,000 to 6,000, there will be needed room for from 450 to 900 children. In this case, build three houses, one with six or eight, and the others with four rooms each; if necessary, build primary rooms in distant localities. In towns of 8,000 to 15,000 inhabitants, build more houses, or larger if desirable, and make a central house answer for a High School. Rooms should seat sixty-four pupils; this number is large, but it allows the schools to expand during the Winter months. These rooms should be 28x35 feet, if single, or 25x33 feet if double desks are used; if room is desired for recitation seats, this size ought to be increased. Ceilings should not be over twelve feet; high ceilings make expensive heating. Such rooms can be built of brick, for from \$2,000 to \$3,000 each. Wood for 25 per cent. less, probably.

Every house should have wide entrances, so arranged that the boys may pass at one, and the girls at the other. *Entrance doors should always open out.* Don't take too much room for halls and stairways. Wardrobes should be provided, at least for the girls; five feet will be wide enough. Arrange teacher's platform and pupil's desks, so that the former may be near the door to attend to the halls. I would have a teacher's closet in each room; secure abundance of light; let the sun shine directly into every room if possible.

You can not have too much blackboard, but don't make it so high that children can not reach it. See that the mason takes especial pains to make the wall firm and smooth; make him set the second coat with plaster, and finish with lime and *sancé*, so as to make the surface as hard as possible. Almost any slating will make a good board if properly applied.

Provide a good library and apparatus-room in every building; it is impossible to teach science to much advantage, without apparatus, and this can only be preserved by having a place to keep it.

Ventilate thoroughly. If not able to use the patent system, at least arrange the windows so that the sash may be lowered and raised. Several styles of ventilating stoves are now offered, which are great improvements. Get plain furniture; let folding desks and turn-up seats alone. There is nothing better than the single desk and chair.

III.

SPECIAL TEACHING.

I. S. BAKER.

The question is briefly this: In how many branches should a teacher give instruction? The college adopts one method, and the district or grammar school another. In the former the teacher instructs several classes in one subject; in the latter, one class in several subjects. The first may be termed departmental, and the other, class instruction. The fact that high schools and colleges adopt the departmental method, is evidence that faculties consider it better adapted to their use. The common or district school only use the class method. The question then is simply, Is the departmental method suitable for the grammar and primary school? If it be better for pupils in the higher schools to use one method, why is it not better in the elementary schools to adopt the same method? If it secures more concentration of mind and energy in the older pupil, why not in the younger? Where make the change from one method to the other, if the two should be used?

The departmental plan is objected to in the common school because, 1st. Pupils are not prepared for it. 2d. They would not know to whom they are responsible for their conduct. 3d. It would cause noise and confusion, and involve loss of time in change of classes. 4th. Teachers would become hobbyists. 5th. Teachers would become narrowed in mind and character. 6th. It would hinder the improvement of teachers. 7th. The monotony of school work would be extremely wearing upon the teacher. 8th. It would take away the responsibility of teachers. 9th. Teachers would lose their personal influence over their pupils.

In answer to these, it was said—1st. That, if not naturally prepared for the departmental plan of instruction, the class method must prepare the pupil for it, which is absurd. He is prepared, when he leaves the grammar for the high school, without any training; he must be prepared for it, then, while in the grammar school: so also in the primary. No age or qualification can be determined upon as necessary before the adoption of it; hence, the pupil is always prepared for this method. 2d. It would cause pupils to be obedient to all teachers in their building, and hence make them responsible. We would then hear no such expressions as, “I don’t care for her; she is n’t my teacher,” etc. It is not a change of teachers that causes disorder or makes pupils irresponsible, but the inexperience, or ignorance, or timidity, or incompetency, or all of these, manifested by the teacher. If under different teachers, one for each study, they would be governed a part of the time, at least. 3d. When practicable, teachers can go to classes or rooms, and thus avoid noise and confusion. 4th. Even granting the objection, the pupils would be better taught, and thus the greatest good would be afforded to the greatest number. But such is not the fact in higher schools; it need not be, nay, would not be, in the lower. 5th. Teachers would become more interested in their work, and become better qualified than now; but this better qualification would require investigation, reading and thought, and these would develop the mind, and ultimately the character. Such is the history in higher schools. 6th. The necessity of maintaining a department in a school would cause a teacher to prepare himself fully, and lead to constant improvement. 7th. The different classes taught one branch would afford as much variety as the one class which is instructed is several branches. 8th. The responsibility of teachers would be increased. Now they can shirk their work and it can hardly be detected; but, if responsible for a department, they would do good work or fail. 9th. As there must be several teachers in a school where the departmental method is applicable, there will be from one to three changes of pupils a year in each room. If confined to a room or class, the teacher loses a part of his time in learning his pupils; during the rest of the time, he makes comparatively little impression. Could he take one branch and teach the same pupils from one to three years, he might mould their hearts and minds to some permanent character. The departmental method would afford this opportunity, and hence would increase instead of weaken his influence.

Other advantages would follow from the adoption of this method: 1st. Teachers would be able to control pupils in every part of the school. No teacher should be allowed or allow himself to witness disorder and

not stop it, and by this plan the authority of each is over all pupils, and yet there is no collision. Pupils, therefore, become more orderly and respectful, and yet feel freer and less constrained. 2d. Teachers would do better work. "Jack at all trades, good at none," is as applicable to the teachers in their varied instruction as in manual labor. One that can teach reading well can not necessarily succeed in teaching arithmetic. Each teacher could do that which he can do best, and hence all would be benefited to the greatest possible extent. If superintendents were asked how many of their teachers teach the whole curriculum as well as they might one branch, they would say—Not one. We are the more inconsistent in giving the young and inexperienced teacher as broad a field as the old and experienced. Should they not first teach one branch, and then, when that is well done, another, if we continue the class method? But when the beginner can teach one thing well, why not *perfect* him in that instead of increasing the quantity? Music teachers would not be successful if required to teach the whole course of instruction. Teachers are not prepared in any branch, when they begin, to do their work successfully; why, then, give them several at once to teach? If it require no little labor to qualify one's self to instruct in one branch, how can we expect teachers to be prepared to teach several branches with comfort and success? 3d. Pupils would receive the best work of every teacher. Having prepared themselves to sustain their department, they will, of necessity, do the best possible work or fail. 4th. It would develop teachers. They would have to study to keep pace with the improvements in their departments, and hence they would improve in mind, and their research and reading would give them a good general culture. Competing with each other, they would each naturally strive to excel. 5th. Schools would be weeded of poor teachers. Each one, representing a department, would stand out prominently, and if a failure, could not be retained. Thus the fraternity of teachers would be greatly benefited. 9th. Each subject would be taught mostly by one teacher, and, hence, be made more complete. Now, the work is so broken and divided that no one begins and completes a study. The advantage of this method is apparent. 7th. Dull pupils would often, if not generally, be awakened to activity. One teacher having pupils a long time would be able to understand and affect each one to the greatest possible extent. Their sympathies would be more active, and this would lead to activity of those inclined to be slow and dull.

In short, the arguments for the departmental method in higher schools are equally applicable to its adoption in the lower.

EDITORS' DEPARTMENT.

We promised some time since to make the *SCHOOLMASTER* worthy of the careful perusal of every earnest teacher. Our contents this month are a fulfillment of this promise. But we now speak still more hopefully of the future. We want your support, your subscriptions, your contributions, and our designs will be more than carried out. We believe that every subscriber can send us five new ones before January, with scarcely any effort. We keep the price low, that even the poorest teacher may not find it a burden. During the next few months we shall add new attractions to it, and, so far as possible, make it the educational journal of the Northwest. Every teacher in Chicago, and in the towns and villages in the States about us, will find in our columns authentic reports of all educational meetings in the city, *exposes* of our system and its operations, critiques upon topics of general educational interest, a comparative statement of attendance in various towns, and critical notices of books and periodicals. We invite each one receiving this number to send his subscription, and at least *two others* with it. Letters addressed to the *SCHOOLMASTER*, or the publisher, at 133 and 135 State street, Chicago, will reach us safely.

Thanks are due those who have sent us words of kindness and encouragement. It is a source of satisfaction to receive such greeting, and especially when so many tell us that many other journals are taken because of their name, but ours to be read. If we awaken thought, if we inspire to new hope and courage, if we aid in leading teachers to higher views of their work, and suggest ways and means to accomplish it; if we shall help teachers to occupy in society better positions than are now accorded to them, and to make them a brotherhood of cultured laborers, *worthy* to develop the mind and form the characters of the children of our country, we shall feel that we have not labored in vain. We aim to do this. We feel that our work is not done when we simply tell teachers how to conduct an exercise in this branch or that; we desire to have them *think, study, read, and feel*, and we shall try to provoke them to these.

In every State there needs to be some change in the school law. It shall be our object to suggest such emendations as would seem to subserve the best educational results, that our public schools may become in fact

what they are in name, the conservators of our republican institutions. It is through them that our foreign population is to become Americanized. By no other agency can they learn the privileges and duties of citizenship. It is, therefore, a duty to maintain inviolate our system of free and universal education, to correct some of its errors, and to extend its operation.

But all this must be largely effected through teachers. They are to be the centres of thought and progress, the standard of culture, the synonyme of true and noble manhood. We are every day shaping the sentiment of future society, and directing the minds of the legislators of the next generation. Have we any purpose in our work? Is there one thing we earnestly desire to have changed? Then let us teach accordingly. Let us prepare ourselves by being in sympathy with our age, by reading educational literature, and by study to do this work, and to become in reality the chief of artists.

In our next issue we shall publish reports of attendance from such superintendents as will send us the items. It is hoped that a large number of towns will be represented. Our friends will confer a favor by sending their reports as early as possible after the close of each month, as we go to press by the middle. All communications intended for insertion in any number, should reach us by the tenth of the preceding month, or earlier if possible.

We are glad that this idea of publishing attendance reports meets with so much favor. It has been a study with us to know in what ways a uniform method of reports could become generally adopted, and we feel a great pleasure in being the first to publish such tables in a monthly journal. Its continuance and success must, of course, depend on the regularity with which superintendents report. We hope they will be regular and prompt.

TEACHERS SHOULD IMPROVE.

In our last number we aimed to show the duty of teachers to make constant improvement. We spoke of mental progress, and of some of the advantages possessed by those who are developing in mind. We feel inspired when in contact with an active, cultured mind, and often take to thought and to our books in consequence of it. But children's minds are more susceptible than ours, and hence are far more affected by a condition of growth than ours are. Surely, then, every teacher who is conscious of his responsibility will improve.

But there is another force, greater in its inspiration, more permanent in its influence, and more comprehensive in its effects, than mental progress. It is more to be desired by the teacher, and should be sought for in him by parents and boards of education even more than brilliant mental accomplishments. We refer to moral character. Two qualifications should exist in every one who instructs—ability to teach naturally or scientifically, and a character that ennobles and purifies the motives of the taught. As the mind is the executive of the motive and the will, it is desirable to reach it through them, that all the forces of the pupil's being may act in harmony and conjunction with the teacher. It was the noble character of Arnold, coupled with his progressive mind, that gave him such power over his pupils, a power not yet lost, but held in sacred remembrance by them; it was this same combination that made Mann so great, that gave him such consideration in every position he occupied; it was the same that made Tillinghast an inspiration, a vital, sensible power; it is the same that every teacher should possess, and that will make them successful in the highest sense.

Education is not all from books or facts; it is largely the ability to use one's faculties to accomplish a required result. If this end were kept in view by all teachers, and they should prepare themselves to develop it, we should see pupils leave school not simply crammed with a few facts and associated thoughts, but able to work out the problems of life with comparative ease, because they were taught a natural and systematic use of their faculties while in school. Thus is the result of character and progressive culture illustrated.

To a less or greater extent this power is in the possession or within the reach of every instructor. Being a matter of development, a teacher who is not growing in these respects is far from doing his duty. There are conditions to improvement in character which, if fulfilled, will lead to the possession of great moral power, even as the fulfillment of conditions to systematic knowledge will give mental power. Can there be any doubt of the different effect of school work, if every teacher were thus developing in mind and character?

WHAT OF THE FUTURE?

Under the head of "A NEGLECTED INTEREST," *The Independent* laments the fact that upward of thirty thousand children in the city of New York do not attend school at all; some are kept at work, others live

as best they can, but more than half prowl around the streets, "smoking, drinking, fighting, and pilfering, growing up ignorant of everything but vice and dissipation—to be the Turcos of the next decade." It then argues that measures should be taken to awaken the people to an increased interest in education, and to correct this evil that threatens our very existence. "We must," it says, "put a stop to truancy and vagrancy among our youth, or we may as well give up the costly experiment of republicanism first as last. Without educated youth this nation can have no future but anarchy, and no end but blood." This is essentially the same position we took three months ago, in an article entitled "Compulsory Attendance." We believe that every city and school-district should and can regulate this matter so that there will be few children not engaged in regular and steady employment, who are not in school. It is a duty we owe to posterity, to our country, and to those whose wealth supports public instruction, to compel attendance at school, or to require a minimum of knowledge of every child proposing to leave school or to engage in any occupation. We hope to see the attention of statesmen turned to this subject, and trust that mere politicians will for once forget self-interest and become patriotic enough to consider the future welfare of the country, and philanthropic enough to suffer the highest good of society to be wrought.

CHICAGO PRINCIPALS' ASSOCIATION.

The first meeting of this body for this school year was held September 10, the Superintendent, Hon. J. L. Pickard, in the chair. He was pleased that the Association had become more identified with, and interested in the educational work of the State, and believed that our schools had been benefited thereby. It ought to be a power in the West. Chicago should be felt in every school and by every teacher in the surrounding States, educationally, even as it is felt by every industrial and commercial interest. He was glad that several had contributed to educational journals, that one of their number had the conduct of one, and urged all to contribute to and read school journals. He suggested that teachers should observe their own physical condition in different states of weather; they would feel active and animated, strong and energetic, in clear, pleasant weather, but depressed and inert in body and mind when it was cloudy and unpleasant. So with children. Would it not, then, be well to do more than programmes called for when all felt well, and less when the weather was unfavorable? So, also, some pupils would

feel particularly strong at one time and feeble at another; encourage them to do work ahead of their class when well, that when indisposed they might favor themselves. Vary the length of the lesson according to these circumstances, for pupils can not every day learn lessons of equal length. The clothing of the children should be noticed, and in cold weather, especially, those thinly clad, should be made as comfortable as possible.

It was decided to hold institutes in each section of the city, upon the second Saturday of the school month, and committees were chosen to prepare work for, and take charge of them. The institute for June, 1871, is to be omitted.

When pupils go from one school to another within the school year, transfer cards, stating *grade, length of time in it, and date of leaving or suspension*, should be given, which, if presented within three days, would entitle the holders to seats immediately, in the same grade which they left, if practicable. At the beginning of the school year such pupils might present either transfer cards or certificates of vaccination.

The committee having in charge the selection of topics to be considered, decided on the following for the October meeting:

How shall we manage our monthly institute? Should pupils, when absent for other cause than sickness, receive a scholarship mark? Should they be required to make up lost lessons? How can we increase the efficiency of our primary teachers?

EDUCATIONAL INTELLIGENCE.

CHICAGO.—Schools opened September 5, with an increased attendance. Two new grammar and three new primary schools were opened. A German teacher was appointed for the Skinner school. Ahn's Rudiments and First and Second Course of a New Practical and Easy Method, were adopted as text books in German in the grammar schools. A petition, said to be signed by patrons of the Scammon school, praying for the introduction of German into that school, has been recently presented to the board, and its prayer granted. The rule respecting the salary of absent teachers has been so amended that teachers absent for other cause than sickness, forfeit their salary during absence. If absent for sickness or the death of some near relative, they forfeit from their salary a substitute's pay, for the time of such absence, but in no case does the salary continue more than two weeks. Teachers are prohibited from receiving any present purchased by contributions from pupils, on pain of immediate dismissal. Hereafter, when visiting schools, teachers are to visit divisions of the same grade as their own, for the purpose of observing different modes of instruction and discipline, when directed to

do so by the superintendent, or by the principal of their respective schools. Pupils falling below the standard of admission to their grade, are to be sent into the next lower *grade*, but may be permitted to regain their lost position within one month, if their scholarship warrants it. Twenty-two young ladies were admitted to the normal department, who were not examined for it in June. A room has been set apart for the instruction of deaf mutes in the use of their vocal organs. We trust this will prove successful; it has been tried with good results in England and the Eastern States, and we see no reason why it may not prove successful here.

ILLINOIS.—It gives pleasure to educational friends generally to learn of the re-nomination of the Hon. Newton Bateman for this office. He has held it so long, and administered so wisely, that it was due him for his valuable services, and it is likewise a compliment and an honor to receive it. Especially at this time is it desirable, when the legislature is soon to meet to enact laws to carry out the new constitution. His experience will be of great value, and we shall expect his watchful eye to guard us against all enactments that are unequal or unjust in their operations. We hope all the educational force of the State will unite with him to secure at least the following: township organization, compulsory education, uniformity of text books.

DECATUR.—We have received from the Superintendent, E. A. Gastman, Esq., his report, which shows a corps of twenty-eight teachers, and for last year an average attendance of 1,370 pupils; per cent. of attendance on average number belonging, 94.1. The average number in daily attendance to each teacher was 27.5 in the High School, and 49.2 in the ward schools. Cost of tuition on the average number belonging was \$21.39. There were eight graduates from the High School. The graded course is definite, embracing seven grades, each of which is divided into three terms. In connection with the branches commonly taught, is a course of conversational lessons in the two lower grades, embracing common objects, which is intended to quicken the observation. We regret that physiology is omitted; it should, we think, find a place in the conversational instruction of all primary rooms.

LITCHFIELD.—Mr. B. F. Hedges, Superintendent, and Principal of High School, has kindly forwarded to us his third annual report, from which we learn that fourteen teachers are employed. The average number of pupils for last year was 586, and the average number in each room was 50.3, with a per cent. of attendance of 91. The course of study is divided into primary, intermediate, grammar, and high school departments. An oral course accompanies the regular one as far as the High School. We judge that considerable progress has been made the last year in the efficiency of the schools. Mr. Hedges receives a salary of \$1,500.

WHITESIDE COUNTY.—The County Institute met at Sterling, August 29, under the direction of M. N. Smith, Esq., County Superintendent, and continued four days. The teachers showed much interest, and great

credit is due to the ladies and gentlemen who conducted exercises, and to the Superintendent, for valuable suggestions and illustrative exercises. The addresses were well received, and pertinent to the occasion.

CHRISTIAN COUNTY.—The Normal Institute closed its session September 9. The State Superintendent, Hon. Newton Bateman, delivered an address before it, Friday evening, August 26. There were 76 teachers in attendance.

LOGAN COUNTY.—A County Institute will convene at Lincoln, Monday, October 24, and continue through the week. A profitable meeting is anticipated.

LEE COUNTY.—The County Institute will be held at Ashton, on the 25th, 26th, and 27th October, closing on the 28th with a public examination. A number of prominent educators will be in attendance. The county Board of Supervisors voted \$75 toward defraying the expenses.

HENRY COUNTY.—The Henry County Institute will be held in the High School building at Kewanee, commencing October 10, and continue five days. Teachers expecting to teach in the county the coming year, are expected to attend. W. H. Raymond, of Springfield, and W. H. Russell, of Kewanee, are the lecturers for the occasion.

The next annual meeting of the State Association of County Superintendents will convene at Rock Island, on the 11th of October. It is expected that there will be a large attendance.

J. S. Stevenson, last year teacher in Washington University, St. Louis, goes to Collinsville, Ill., on a salary of \$1,200.

The Illinois Normal University has begun the year with an unusually large attendance. The president, Dr. Edwards, has returned from Europe.

NEBRASKA.—Since the formation of a department of public instruction, the Hon. S. D. Beals has been a faithful worker in organizing and completing their system. The Republican convention has nominated Mr. J. M. McKenzie, of Nebraska City, to succeed him. Mr. McKenzie is well and favorably known in the State as a successful normal teacher and institute worker; well understands the wants of the State, and will, if elected, do much to build up and carry forward the educational interests of this field.

WISCONSIN.—Rev. Samuel Fellows, now holding the office of State Superintendent by appointment, is nominated by the Republican Central Committee for the unexpired term of the late Hon. A. J. Craig. Dr. H. B. Dale, Superintendent of schools at Oshkosh, is nominated by the Democratic Central Committee for the same position. Whatever may be the result of the political contest, we trust that the schools will receive benefit, and that an influence may be exerted to increase the salaries of teachers.

Mr. I. N. Stewart takes the schools of Waukesha, in place of A. F. North, who goes to Pewaukee. J. M. Wright, graduate of the State Normal at Platteville in 1869, will teach at Stevens Point.

G. H. Paul, Esq., one of the editors of the *Milwaukee News*, is elected Superintendent of public schools at Milwaukee, in place of Pomeroy, deceased.

IOWA.—Our friend J. Piper, well known as teacher and institute worker and lecturer, takes the schools of Manchester. B. F. Hood, of Boonsboro, will take charge of the schools of Waterloo. J. K. Sweeney, of Brighton, goes to Cedar Falls. F. E. Stephens, of Mount Vernon, will teach at DeWitt. J. Roberts, of Ohio, takes the schools at Knoxville. Y. N. Snow accepts the principalship of the west side High School at Des Moines. D. D. Babcock, of Manchester, goes to Decorah. A new building is in process of erection in West Des Moines that will cost \$40,000.

PROCEEDINGS OF THE STATE TEACHERS' ASSOCIATION AT OTTAWA, DEC. 28, 1869.—This volume of one hundred and ten pages, containing a journal of proceedings of the last State Association, and the addresses delivered during the session, can be obtained by addressing E. W. Coy, Esq., principal of High School, Peoria, and sending him the small sum of seventy-five cents. The addresses are from some of the best educators of the State, and will repay a careful reading.

THOSE who have not seen the programme clock can hardly appreciate the aid it affords in relieving the teacher of watching the clock. It strikes the hour of recitation, and thus keeps every one prompt, and prevents inattention of the teacher to the recitation. It is a valuable acquisition to every school-room, and costs but little more than other clocks of the same quality.

BOOK NOTICES.

Long's Classical Atlas. Constructed by WILLIAM HUGHES and Edited by GEORGE LONG. SHELDON & Co., New York.

No student can successfully pursue the classics without constant reference to the towns and countries of which he reads. Every fact and statement is more accurately and firmly impressed on the mind by noting the location and relative position of places and countries referred to, in which the events occurred. No pains have been spared to make these maps accurate, and the publishers have done themselves credit by making them most excellent and beautiful. A "Sketch of Classical Geography" precedes the maps, giving information respecting every country known to the ancients; and at the close of the volume is an index of everything the maps contain, so arranged that any town, country, or tribe can be found with no difficulty. To many of the towns the modern names are also given. It is an invaluable work to the reader of ancient history and to the classical student and scholar.

Robinson's First Lessons in Mental and Written Arithmetic. Edited by SAMUEL D. BARR, A. M. IVISON, BLAKEMAN, TAYLOR & Co., New York and Chicago. Arithmetic, as well as everything else, has been taught too long by the authori-

tative method. It is not enough that children learn the addition, subtraction, multiplication, and division tables "by heart"; but they should be able to perceive them through some of the senses, and frame them for themselves. The book explains itself when it says that the subject is presented "*on the objective method.*" It begins at the very foundation of numbers, and gradually leads the child to think, reason, and combine. Every subject is presented in this manner, and made so simple that pupils must understand it. The book treats of the fundamental rules, common fractions, and somewhat of denominate numbers. There are many features of the book which we like—the combination of mental and written arithmetic (they should never be separate), the objective method, the presentation of notation and numeration, and the mechanical execution. It is designed for quite young children, but we apprehend that it will be far more valuable for teachers than children; they will not be able to read it well enough at first to make it available; but teachers can learn a great deal from it. We regret to see rules in a book of this kind: they should never appear in a mental arithmetic, and slate work is only mental arithmetic applied to large numbers. If the multiplication table had read, three sevens are twenty-one, instead of the old three times seven, it would have pleased us better. We commend the book, however, to primary teachers, hoping it will improve their methods of instruction.

The Paradise of Childhood. By EDWARD WIEBE. Springfield (Mass.): MILTON, BRADLEY & Co.

This book is intended as a "Manual for Self-Instruction, in Friedrich Froebel's Educational Principles, and a Practical Guide to Kinder-Gartners." It is handsomely printed, and has seventy-six pages of illustrations. These illustrations are from plates from a recent German publication, and are very fine. H.

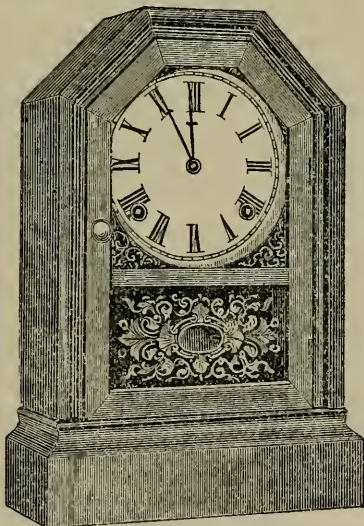
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AND AN
INTRODUCTION TO MODERN GEOMETRY.

By WILLIAM CHAUVENET, LL.D.,
Professor of Mathematics and Astronomy in Washington University.

The Publishers offer this work to the public in the confident belief that it will at once be recognized as the standard American work on the Elements of Geometry, and be adopted by all teachers who value thoroughness and completeness, when obtained without expense of simplicity and clearness, and who wish to put their students in proper relation to the general science of mathematics, of which these elements form so important a part.

From PROF. J. W. SAFFORD, Director of the Dearborn Observatory, Chicago, Ill.

DEARBORN OBSERVATORY, May 13, 1870.

Messrs. J. P. LIPPINCOTT & Co.,

Gentlemen:—I am glad to see a last an American text-book on this subject which is not from seventy-five to two thousand years behind the time, and which, without casting away what is good in the old, does not totally exclude the brilliant geometrical discoveries of the present century. I shall recommend its adoption as a text-book in this University.

Very respectfully yours,

J. W. SAFFORD.

From GEORGE H. HOWISON, Senior Master in the English High School, Boston, Mass.

ENGLISH HIGH SCHOOL, May 11, 1870.

Messrs. J. B. LIPPINCOTT & Co.

Gentlemen:— . . . The simple announcement that a work on Elementary Geometry was in preparation by Chauvenet, would of itself be sufficient to put all the best mathematical instructors in a mood of expectation. From my acquaintance with the work, it is my conviction that its publication will mark an important era in the history of geometry, in this country at least. The distinguished author has apparently solved with brilliant success some of the difficulties which the leading European geometers of this century have most deeply felt, and has placed the whole science upon a consistent logical foundation, such as it has scarcely known since the time of Euclid.

Very respectfully yours,

GEORGE W. HOWISON.

St. Louis, August 13, 1870.

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Very respectfully,

WM. T. HARRIS.

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Prof. Chauvenet is already very favorably known to students of mathematics by his Plane and Spherical Trigonometry. The Geometry has, in style of discussion and arrangements of matter, the same qualities which make the Trigonometry such an excellent text-book. The demonstrations are concise, and yet comprehensive enough; avoiding frequent repetitions, and yet placing the point on which the proof turns clearly before the reader.

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PHILADELPHIA, Sept., 1870.

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THE SCHOOLMASTER.

A Journal of Educational Literature and News.

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CAPITAL.

IF we read any treatise on the science of wealth, we learn, at a very early stage of our reading, that production of any kind, and in any degree, requires an active union of two essential elements: namely, capital and labor. It is only by a vigorous application of industry or labor to capital, we are assured by those who write on political economy, not less positively, perhaps, than by our own experience and observation, that the creation of any valuable production results. We learn that he who possesses the most abundant capital, but refuses to combine with it his own labor, or the labor of some other person, produces no valuable thing. Equally unsuccessful in the creation of value is he who commands the largest industrial power, directed, it may be, by intelligence of the highest order, but possesses no capital to combine with these important elements of production. It is not necessary to attempt to determine which of these elements of production is most important, since both are absolutely essential. It is sufficient to know that either without the other is entirely useless.

No matter in what department of production a person engages, he must possess capital. No matter whether he purposes to create physical or mental value, he will invariably and inevitably find that capital is as necessary in the one operation as in the other.

No one will deny that the true teacher is a producer, in the highest and best sense of the word; nor will any person of intelligence and education question the extreme importance of the product which it is the business of the teacher to create. Granting that every teacher is a producer, the inquiry, "What shall be the quantity and quality of his capi-

tal, the character and extent of his industry?" assumes a degree of importance which no true and earnest educator can fail to appreciate.

A large part of a teacher's capital is, or should be, knowledge. It is not affirmed that knowledge exclusively, or even chiefly, constitutes the capital of the teacher, as it would not be asserted by any one who understands the great object of education, and of educational processes, that the most important part of a teacher's duty consists in imparting knowledge to his pupils. The purpose of school-life and its accompanying educational operations, the writer conceives to be the acquisition of such mental discipline by the pupil as will enable him to discharge successfully for himself and successfully for society, the practical duties of subsequent life. It is not claimed that this mental efficiency can, in any degree, be acquired by the mere reception of knowledge from the teacher's lips. All intelligent educators readily admit that no mode of teaching tends so completely to suppress mental action, the only means of mental discipline, as the pouring-in process, once very prevalent, and even now too frequently adopted. The mind is permanently benefited by accumulating knowledge through its own exertions. It needs, however, in its earlier efforts, the guidance of a teacher. It may be asked, "Who is best fitted to render this guidance?" Is it he who has trodden the difficult way, and accumulated much knowledge, or he who is still largely ignorant of the way, and still more largely ignorant of the treasures lying along the route?

In the various pursuits of practical life, the greater the capital men possess, and the greater the industry which they unite with that capital, the larger will be their gains. Is it not equally true that copious and varied knowledge combined with an earnest and zealous activity which strives to stimulate pupils to an intense mental effort to acquire knowledge in the fruitful fields of investigation, enhances, in a corresponding degree, the value of the teacher's productions?

If, then, the possession of knowledge forms so important an element of every teacher's working capital, no arguments are needed to prove that all engaged in the profession of teaching should, perseveringly and persistently, devote much of their time to the acquisition of that which is so essential to their highest success. It may be difficult, sometimes, to determine what knowledge is most serviceable to the teacher in the performance of his duties. If, however, the mind is constantly active in acquisition, it will soon be found that but little worth knowing can be acquired which will not, at one time or another, be available in the work of instruction.

In the first place, undoubtedly, the teacher should possess a broad

and deep knowledge of the subject constituting his course of instruction. He should then recognize the fact that a complete knowledge of any subject involves a knowledge of many or of several collateral subjects, a speedy acquaintance with which should be sought by all who would teach any branch successfully.

The study of descriptive geography, for instance, may be made not only more instructive, but vastly more entertaining to the great majority of pupils by the teacher who possesses even a rudimentary knowledge of geology, botany, zoology, and physical geography, than by him who knows comparatively nothing of these branches of science. Many pupils, when properly taught, delight to search into and understand the causes of things; and under the guidance of a teacher whose mind is largely stored with knowledge of collateral branches, they will form habits of investigation into the causes of facts and events, and into the relations of these facts and events to others, which will form the foundation of a mental discipline that can not fail to be of incalculable benefit in the varied affairs of after life.

In the study of grammar, in which it is usually difficult to rouse the smallest degree of enthusiasm in the minds of ordinary pupils, a teacher thoroughly acquainted with the general principles of the language, or possessing even a moderate knowledge of one or two languages besides his own, may awaken an interest quite incomprehensible to him whose linguistic attainments are limited to a knowledge of his native tongue.

The history of our nation has been, and still is, more or less intimately connected with the history of contemporary nations. The events transpiring among one people to-day are but the results of causes which were, or may have been, in operation among other, and perhaps very distant people, years ago. The influences which determined the prevailing language, manners and customs of modern nations were, in many cases, remote from their present sphere of action. These influences having spent their force in certain localities, have been supplanted by others, and are passing onward to shape the character and acts of men elsewhere. If the history of one country or nation has been largely determined by the events which have formed the history of another, can not he who possesses the largest capital in general historical knowledge become the most interesting, instructive, in a word the most successful teacher of this useful branch of learning?

The various branches of mathematical science are intimately related. Satisfactory progress in the higher, of course, necessitates a thorough knowledge of the lower. It is, nevertheless, true that a teacher well-versed in algebra and geometry may be a more competent teacher of

arithmetic than he could possibly be, possessing little or no knowledge of these higher subjects.

Additional illustrations might be adduced to show the greater success of him who labors with a large and constantly increasing capital of knowledge. It seems unnecessary, however, to multiply examples of a truth which will be readily apparent to any one who will take occasion to make an earnest and sincere appeal to his own experience.

While promptly admitting the necessity of an ample and growing stock of knowledge, some teachers, in excuse for a limited and non-increasing capital, may plead lack of time and mental and physical exhaustion necessarily resulting from a proper performance of their manifold duties. To the first of these objections, it may be said that no one should be dissuaded from a purpose to accumulate knowledge because the process of accumulation is discouragingly slow on account of the limited time which can be devoted to reading and study. It is sometimes said that the busiest men are those who always have a moment to spare. It is undoubtedly true that the amount of time necessarily devoted by teachers to the actual duties of their profession is much less than that habitually given by men of other vocations to the more varied and complicated affairs which press upon them from dawn to darkness, and often far into the hours of night.

Teachers do not often enough think of the immense benefit that may be derived from a persistent and systematic improvement of small portions of time. Any one familiar with the unwritten history of men who have distinguished themselves in science or literature, might bring forward numerous examples of great results accomplished by a resolute use of the odds and ends of time.

An hour, a half-hour, even fifteen minutes, daily devoted to earnest reading or study brings, in two or three years, a large and unexpected accumulation of knowledge.

Respecting the mental exhaustion which results from earnest teaching, and which forms so great an obstacle, real, doubtless, in some cases, partly imaginary in others, to progress beyond the mere rudiments required by statute to be taught in the public schools, it should be remembered that mental rest is not, necessarily, a state of complete mental inaction. Do not many teachers who delude themselves by the belief that mental exhaustion is a valid excuse for their stationary, or rather retrograde, mental state, frequently suggest to their pupils the benefit arising from a change of mental labor? Have they not often asserted that the mind, wearied by prolonged efforts to grasp mathematical truth, is refreshed and invigorated by turning its faculties into different channels, or

by bringing into action powers previously at rest? Is not the over-driven pupil whose head droops with drowsiness and fatigue upon his arithmetic, advised to lay aside mathematics and find rest and renewed mental vigor in the pages of history or geography? When grammatical analysis and parsing have completely clogged the machinery of the mind, how prompt the philosophic teacher to suggest that nothing so perfectly lubricates the wheels of mental action, in such circumstances, as a resort to mathematical studies.

If it be true for the pupil that change, not inaction, is rest, what reason is there to doubt that every hard-working, and it may be, over-worked, teacher will find the same truth equally applicable to himself? A determined trial will speedily convince all who correctly estimate their present limited attainments, all who desire to keep abreast of the rapidly increasing knowledge of the times in which they live and labor, that a few hours each week reserved from an indolent rest, not merely useless but positively injurious, will lead to the accomplishment of results which, from the stand-point of the present, will appear wholly improbable, if not impossible.

E. C. D.

JUVENILE LITERATURE.

Everybody reads, from the youngest to the oldest. Publishers, quick to perceive the tastes and demands of the people, have flooded the country with such a quantity and variety of books that every child and adult can gratify his taste, however healthy or morbid it may be. But we notice that a very large proportion of the books and periodicals published is intended for children. We have many times looked into bookstores and library rooms to see about how much the children were expected to read during a season and have often been astonished. We do not include dime novels in this statement, though we doubt whether they are not quite as worthy as most of the trash palmed off on children by doting parents and affectionate aunts and uncles.

These books, and we include Sunday-school literature in the list, are chiefly sensational stories of impossible boys and girls, that simply excite the mind, often lifting it out of the region of the practical, and returning it unfitted for the every-day thought, feeling, and work of boy and girl life. It makes sensational characters of them, and they soon come to feel that they can do nothing unless there is a power greater than their morbid habit that impels them to act.

We have often had occasion to invite parents to see us, that we might advise them to curtail very greatly the reading of books from the Sunday-

school and circulating libraries. Children accustomed to much reading of this kind (sensational literature) will show it in every feature and act while in the school-room. They are even more affected by it than adults, though with the latter it is often destructive of mentality. Many times have pupils been referred to us as hopelessly indifferent and stupid, and the great trouble has been that of patronizing the libraries too much, some admitting that they take two books every Sabbath and as many more every week from the circulating library, and, in addition, exchange with some friend who has taken as many more. It is not our object to denounce libraries, Sabbath-school or any other, but only the sensational character of their literature. A religious sensation is little, if any better, in its mental and moral effects, than any other; and we greatly wonder how pastors can consent to the introduction into their Sunday-schools of anything that will so utterly defeat the ends of all instruction, religious as well as secular; for the principles of education are the same, whether it be the Bible or arithmetic that is taught. The mind in either case needs its full strength, and the feelings a healthy vigor; dissipate these by any process and the result is the same. We are at a loss, therefore, to know why so much of this kind of reading is allowed; probably parents are largely ignorant of its effects, or they wish to pacify the youngsters. We hope, however, to see a change in this respect. If parents would consult more with teachers, they might often obtain ideas of value in the home education and training of their children.

If pastors would occasionally, from the pulpit, give their people some advice about things of this character, recommending something in place of everything denounced, we think they would be doing great good. The fact is, the people need instruction on very many common, practical things, and they feel quite unwilling, for the most part, to learn of teachers because they teach their children. Of whom then shall parents learn, if not of their pastors?

R.

ERRORS INCIDENT TO GRADED SCHOOLS.

AMONG the errors to which the prevailing system is liable, is one from which, theoretically, it might seem free. The system contemplates the mastery of a certain amount of the course (a grade), followed by a thorough examination in the studies pursued, and the promotion only of those who show a reasonable degree of familiarity with those studies. This is the *theory*. It is not always the *practice*.

There is frequently great rivalry between teachers having the same grade of pupils in the same or different schools, not only in regard to the

thoroughness with which work is done, but also in regard to the time consumed in its accomplishment. Teachers frequently feel that they are judged by the Principal and by the Board, by the time their classes are in grade, even more than by the accuracy of the attainments of their pupils. The Principal, from ignorance of the scholarship of a class at the time of entering grade, or from other causes, may expect more than can well be accomplished. Or he may make the number of promotions a hobby and unduly stimulate both teacher and pupils. Or the necessities of classification, the "general good," may seem to demand the rapid transit of a class *over* a grade, rather than its passage *through* it. Then, there is the ambition of parents to have their children in high grades whether fitted or not, which constantly presses in this direction. The result of these and of other causes is, too frequently, a determination on the part of the teacher to have her class "pass grade" in the shortest possible time, rather than to have them thoroughly master their studies. As her reputation, perhaps her position, depends upon this, she leaves no stone unturned. The questions prepared for the examination of former classes are studied, their topics and style carefully scrutinized, and the class trained accordingly.

The class is promoted, perhaps, on a good average; and this high percentage and the time the class has been in grade are heralded far and near as an evidence of the great skill of the teacher. In some respects it is. It shows her ability to make her pupils work, which is very commendable, provided no improper incentives to study have been employed. It shows her own industry and ambition, also commendable. But it does not prove that those children have had thorough training in their grade, in the spirit of broad and liberal scholarship. It does not show that they have had such training (as far as it can be given in the grade) as will fit them for the work of life. It shows simply that they have "passed grade" in a very short time.

Worse, however, than this hurrying process, is the habit of some teachers, whose number happily grows less, of being at the same time superficial and *slow*; of keeping a class in a grade till they are disgusted at the very *sight* of their text books, while they have obtained scarcely a correct idea from one of them. A class of raw recruits, confessedly ignorant of the grade, is far preferable to such pupils who are ignorant of their own ignorance.

And here, it seems to the writer, is the great mistake of many who are engaged in the work of education. Every effort seems to be directed to fit the child for the examination instead of fitting him for his work or sphere in life. It may cause a smile in some thus to speak in connection

with a child's learning to read. But a child learning to read should have thorough instruction in the art of reading, in every particular. Every advantage should be given him; while it is well known that many teachers do not pretend to teach anything more than they expect will be called for in the examination; and that if they believed, for instance, certain lessons in the reader would not be touched in the examination, those lessons, especially if they were difficult, would be omitted. It is clear to the minds of some, at least, that many of the complaints in regard to the unfairness of certain questions in examination would not be made, were there a determination to lay broad and deep the foundations of scholarship.

Nothing in these remarks is designed to encourage the undue detention of a class in grade, or to discourage the ambitious and enterprising teacher. The rivalry of classes and schools is a great aid, and, when confined to proper limits, and conducted in a proper spirit, is to be commended and encouraged. The desire on the part of a pupil to pass to a higher grade is natural and laudable, and is one of the benefits resulting from the graded system. But to "pass grade" should not be made "the chief end" of the pupils in our schools. H.

TREATMENT OF DULL PUPILS.

HENRY F. MUNROE.

THE question as I understand it is: "How should we deal with dull pupils?"

This question seems to be framed in a very accommodating spirit, as it allows us to theorize to any limit we please, without actually committing ourselves to stating how we really do treat the unfortunate class for whose benefit teachers seem to have been created.

Our pupils may be divided into three classes: The more gifted spirits known as the bright ones, are at one extreme, while the other is assigned to those generally supposed to be the incorrigible dunces of the rank and file. The intermediate class and the largest of the three, is made up of pupils of moderate abilities, and well-intentioned dispositions to the tasks of the school-room. The first of these classes can be set aside from any considerations in this question. There is no great credit in teaching those pupils who could get along very well without us, and our efforts must be exerted in behalf of those who really need our assistance and encouragement. It is to the intermediate class that we almost unconsciously adapt our instruction, making it of such a character that it may

reach the average abilities of the room. In such a way we hope to benefit the greatest number of those under our charge, though the bright ones may tire under the "constant iterations" to which they are subjected, and though the oft repeated instructions may never find a lodgment in the minds of the feeble race of pupils. Now, how shall we draw the line between those two classes that we consider as embracing pupils of fair abilities, and those to whom the good book of knowledge seems quite shut out. We have a system of marking with the upper classes in our schools at least, and as it is claimed that figures are the soul of truth, we may trust to them to enable us, to some extent, to solve the difficulty. If we examine our class-books we shall find that there is no considerable variation in the averages of individual pupils from month to month, or any longer interval you may please to take. This is enough to prove that in spite of our little eccentricities in marking, as the day is fair or foul, we do approach some standard for deciding where we shall draw the line. Those who fall below the required average will be comparatively few in number, even if we should place the average as high as eighty per cent. In proof of this I might direct your attention to the list of candidates examined for admission to the High School for this year. See the formidable array of figures ranging between ninety and seventy per cent., and how few soar above the ninety, or even fall below the seventy! If from such data as these we can approach any standard of classification we shall have gained an important step towards the treatment of dull pupils. We can assign their rank in the class and adapt our instruction to their capacities. I know it may be said that such a course would have the effect to introduce an element of confusion into our classes as they are at present graded. If, however, an attempt should be made to separate class pursuing the same studies according to the same standard of scholarship into three divisions at least, the clashing might not be so severe as apprehended, and would soon remedy itself. In this way we might bring about more satisfactory results than at present. More rapid progress and more elevated attainments would be made by the advanced portion of the class, and the slow moving pupils would not become disheartened in their attempts to keep pace in the tasks assigned them. The prospect of promotion from month to month would act as an incentive on all the lower divisions, so that they might feel that they were not excluded from the highest privileges of any of their classmates.

Though this scheme may not seem practicable, do we not in effect follow out something similar to it in our daily intercourse with our classes? If we find that a pupil of moderate abilities is unable to grap-

ple with a difficult portion of the lesson, are we not frequently tempted to pass by such, leaving him in his doubt and darkness, and to call upon some one more competent to make the difficult subject clear? Again, while we have been laboring to make some intricate matter well understood, and dismiss one class, satisfied that all has been made right, how do we find the subject when our class again appears for recitation? One pupil knows all about the point but can't exactly tell what he knows. Another says he was not attending, and a third coolly informs us that he don't think we ever explained the matter—and in fact he was right, since we failed to adapt ourselves to the promiscuous company.

If such emergencies urge us to resort in some way to the method that I have tried to point out for reaching the dullest portion of our classes, then another question arises,—how shall we proceed in our instruction to the poor, dull, plodding minds of those pupils composing the lowest ranks? Individual attention to each pupil is imperatively needed in such an emergency. Here is a rare opportunity to exhibit our skill, if we have any, in the difficult occupation of teaching. The wisdom of Solomon, the patience of Job, and the endurance of Samson are all to be brought to bear upon the task.

But we frequently defeat our good intentions at the very outset. If we find our pupil incorrigible in our first attempts to enlighten him, away goes patience, and we feel inclined to exhaust all our pet phrases expressive of dullness and stupidity at once upon the unfortunate youngster. So if we tell John that he is a stick, or a stone, or worse than a senseless thing, he will be pretty sure to assent to our superior wisdom, and say "I know it, sir," or ma'am, as the case may be. But at the same time won't John, while pondering over the matter be bright enough to think that the stupidity was not wholly on his side? He may reason thus: "The teacher was placed here so instruct us. He knows everything and we know nothing. Still he commences by telling us that we know nothing, and here we are just as wise as he is, for this is the only thing that we do know, so if we are equal to our teachers at the outset, what is the use of trying to get anything from him? Let's quit this establishment, and see if we can't find something better outside."

As a general thing we find that the dull pupil is correspondingly sensitive, and we are obliged to approach him with much caution. If he is unable to satisfy us upon the question first put to him, let him try again; and, indeed, until seventy times seven before we pass by him. If our time is too limited to give him the particular attention he requires, we may call upon another member of the class, better qualified to answer our inquiries, and at the same time direct the attention of the

unsuccessful pupil to this new attempt to help him out of his trouble. Let him hear the subject presented to the brighter pupil just as we placed it before him, and then if the result is satisfactory, let us give still one more trial to the poor pupil who was passed by for the failure. He may come out all right at last, and we may encourage him to stand up on his own footing another day, as we cannot always spare time to have him recite by proxy. In our large, promiscuous classes, there is a great temptation to teach just the smallest amount directly to the plodding portion of the pupils, and leave them to get any more the best way they can. Mr. Washford Squeers, of Dotheboys' Hall, employed a very summary way of getting over the tedium of instruction to dullness. He would ask a boy to define the animal called horse, and almost before the definition was given, dismiss the pupil to rub down his own good beast. We, too, sometimes in our efforts to assign our dull ones to their proper spheres, intimate to them that they might as well throw aside their books and studies, and go to digging or begging, as their befitting occupation. Once more, if the old adage is true, that in "teaching we learn, and giving we receive," let us occasionally change positions with our pupils, and let them be the questioners, while we supply the answers as far as we may be able. The backward pupil may then come out astonishingly, and surprise us with capacities which he did not, as we imagined, by any means possess. While engaged in teaching the elementary steps in one of the studies of the Junior Class, in the High School, I have frequently resorted to this method when the pupil did not bring out all the information, upon some point simple enough as it seemed, I have requested him to go through my inquiries as far as he understood them, and have endeavored on my own part, to improve upon his performance in replying. Though the result at times may have been more amusing than instructive, the practice has not always lost its good effects, as was proved when we assumed our proper characters again.

I have presented, in an imperfect way, these few thoughts hastily prepared upon a subject involving the greatest difficulties in our intercourse with the immature minds of children. But I am fully persuaded that our best and most earnest efforts are to be directed towards that portion of our classes ranking in lowest scale. Individual attention is the most urgent claim in this undertaking, and though it may require omniscience alone to teach ignorance, we may be able in some degree to benefit the unfortunately slow intellects with which we are brought in contact.

DUNCES.

J. MAHONEY.

In the days of my youth, I looked with sovereign contempt upon the boys and girls who could not learn their lessons; but, since I have looked around upon the community and seen how large, prosperous, and respectable a portion of the same is composed of the so-called dunces of the school-room, my contempt for that class is changed to respect and admiration. Who get all the fat offices from the government? Dunces. Who become wealthy in the world? Dunces. Who build the business blocks and live in the fine houses? Dunces. Who drive the fast horses? Dunces. Who marry the rich widows? Dunces. Scholars have never a hand in such matters. Dunces make the laws and dunces execute the laws. Dunces in the common council, dunces in the board of supervisors, dunces in every official niche of the great political gallery.

Now these facts may not prove anything, but they are mightily suggestive. And, to descend from classes to individuals, we are informed that Goldsmith was a dunce at school, so was Wellington. Shakspeare was a dunce; he learned "small Latin and less Greek." Sir Walter Scott was a dunce; he bothered his schoolmaster exceedingly with bad lessons; but he would entertain his schoolmates for hours, under the shade of a spreading tree, with nonsensical stories coined in his dunce's pate. And I know by the way in which Dickens treats schoolmasters, that he, too, was a dunce; or at least so considered and treated by his discriminating pedagogues. If these examples show anything, they tend to prove that many, very many of the pupils whom we, in our shortsightedness, denominate dunces, are no dunces at all; that such possess a talent or talents that it requires the keen, comprehensive, and impartial schoolmaster the World, to fully and properly develop in his own good time. How often do we see the scholar, though a very Gulliver in the Lilliputian realms of book-learning, prove himself a pigmy in the business world of Brobdinagians, while the poor, plodding dunce, emancipated from the tyranny of school, exhibits all the talent that is available in the practical work of life, and reaps its substantial benefits.

In the light of such experience, we ought to consider the case of each dull pupil carefully, patiently, and never hastily; and the safest theory to act upon is that there is no such thing as an out and out dunce. Let us not call them dunces; let us not think of them as dunces; let us not act

towards them as if they were dunces. Let us say that their mental machinery moves slowly, and that it requires only the lubricating oil of our patience, and the lever of our ingenuity, to keep up the motion. The blacksmith does not expect to work two-inch round iron as easily as he can work nail-rod; and yet, the teacher, with material to shape of much greater diversity of temper and quality, is sorely vexed, and too often gives up in despair if he cannot accomplish all he desires in the first heat of his enthusiasm, and with a single blow of his intellectual sledge-hammer. And, to carry the figure a little farther, as iron improves the more it is worked, I often think that the slow ones upon whom we bestow the greater time and labor, are, by that very process, better fitted than their more brilliant companions to endure the wear and tear of life.

Pupils differ in talent, in kind, and in degree. A hint, the wind of the word, will teach one; another requires time, kindness, skillful cross-questioning, ingenious explanation, and constant iteration. Our pleasure is with the former; our duty is with the latter. It is no credit to teach the bright ones; they would learn with an automaton as teacher; but no automaton can make dullards learn unless there be a *man in it*. And, as the figure of Marshal Ney, waiting at the bridge to see the last fragment of his shattered army pass over the fatal frontier, and discharging a piece towards the enemy—"the last shot of the rear guard of the grand army"—as his figure is more sublime in history than that of the present pig-headed autocrat, at the head of a magnificent and victorious army, bearing down to crush a brave but unfortunate people; so is the teacher in our public schools, who waits patiently, and works diligently, to assist her last straggling dullard over the *pons asinorum* of the grade examination, more to be praised, than the tricky, politic, wire-pulling creature who keeps her dull pupils perpetually in the background, and selects a picked platoon of little prodigies, promotes them on high averages, and wins the smiling commendation of a bamboozled principal.

"I cannot make brains," is the invariable cry of the pedagogue who has signally failed in the task of advancing his pupils. No, sir, you can not; but you can muddle, and crush, and squelch, and befuddle brains like oxen puddling brick; and your impudence in such a case is equaled only by your impotence. The proportion of our pupils that are really or apparently dull, cannot be easily determined; but the number increases fearfully as the teacher lacks industry and ability; and, though I cannot grasp the idea of infinity, nor form a conception of eternity, nor take in the meaning of a newspaper war map, yet I can conceive of sixty-four dunces in a division consisting of sixty-three pupils. Boys never fail to learn a trade. Some show greater ingenuity than others, but all

can become journeymen. Do we make journeymen scholars out of all our pupils? I fear not. Is the pupil's failure or the apprentice's success owing to the fact that the latter is taught by a mechanic, and the former by a schoolmaster? When dunces multiply, let us look within ourselves or our system for the cause and the remedy. Our graded course, with its plan of examination, its minimum, its miscellaneous, its thimble-rig, and its trick-o'-the-loop, is, in the hands of an injudicious teacher, assistant or principal, a huge, patent machine for making dunces. Let us have iron rules and mechanical regulations for our servants and not as our masters, remembering that the letter of any fixed rule should give way to the spirit which is the welfare of our pupils collectively and severally, remembering, also, that laws, like grapes, when pressed too hard, yield a sour and unpleasant wine. Our graded course is a ten-bar gate. The thoroughbreds go over it flying; the hunters clear it, landing on three legs, with the fourth ready for use in case of a slip; even the well-conditioned common stock "do" it comfortably; but, with the clumsy, the spavined, and the foundered, it is a contest between iron bars and breast bones. For the last mentioned, I think I should take down a bar occasionally, and let them pass on; but I would not raise any bar higher against the poor creature, nor place spikes on the top, whereon they might stick forever, in the event of a single misstep. Let teachers, then, promote their clever pupil as a matter of course, and their dull ones by all manner of means; and, if they fail in the latter, let them be sorry; and if not sorry, let them be ashamed.

The French aristocracy, having reduced the common people to the condition of cattle, told them to eat grass; the English government, after bringing the Irish to starvation, denounced, as indolent and ill-disposed vagabonds, the wretches whom its policy had murdered. The tyrant always scorns, despises and reviles the victims of his oppression. Injustice and sophistry play into each other's hands like a pair of confederate swindlers; injury is the head of a snake, calumny is the tail; and the extremities unite in a circle of venom—the head holding the tail in its mouth. So with the teacher who fails to do his duty. When, by indolence or inefficiency, he clouds the intellects, dampens the enterprise, and kills the ambition of his pupils, what reparation does he make? Does he weep penitential tears or sing penitential psalms? Oh, no! He calls them DUNCES!

EDITORS' DEPARTMENT.

Every enterprise like that of publishing an educational journal, must depend on its friends for success. They are its best advocates and agents, and in proportion as they are active in its support and extension, will it become valuable and prosperous. School magazines must, for some time to come, be supported by teachers, for the public do not yet feel the need of an intimate knowledge of school duties and educational principles. Our profession suffers in consequence, and it is through us as teachers that improvement and reform must come. All genuine progress is subjective, from within; so the elevation of the fraternity of teachers must come from themselves. To aid in this work is the sole object of this periodical, and we call upon all to help us in the enterprise. We want your sympathy, your thoughts, your criticisms, and your subscriptions. We want every teacher in the West to become a subscriber, and we promise a full return for all sent us. The West needs a vigorous, high-toned educational literature, that inspires and impels to higher attainments, to broader culture, and to juster views of the relativity of all activities. We hope is some degree to furnish this, and expect a hearty response from the tens of thousands of teachers and educators in the States about us. At least two thousand new subscribers should be sent us by New Year's.

WE are sure that our readers will feel gratified with the excellent articles presented in this number. They are all from experienced teachers, and are full of thoughts that have been derived from their daily work. The two upon the Treatment of Dull Pupils and Dunces, were called forth by a discussion of the subject at an institute held in the west division of the city. They will be read with interest. Some articles were omitted for want of space, which will appear in due time. We take this opportunity to express our thanks to those who have so kindly furnished all these, and for the interest manifested in our journal.

WE publish in another column a table showing the attendance reports from a number of towns. They are very gratifying. They nearly all show that only a small percentage lose the advantage of regular school work. A school is in a fair way to improve, the teacher can make her instruction effective only when the attendance is good. Irregularity is utterly demoralizing in every respect, and when it exists progress is at an end. In fact one of the first conditions of improvement in any school or system of schools, is regular attendance. Recognizing this fact, we made the effort last school year, to collect from several of the towns in Illinois and other States, their statistics, showing the standard of attendance. It will surely result in much good, if superintendents will report regularly. We hope none will fail to do so.

WHO SHOULD TEACH OUR PRIMARY SCHOOLS?

It is an almost universal practice to place the best teachers in charge of the more advanced pupils, and the weaker and more inexperienced, of the younger ones. This may be seen in nearly every town in the country. We often hear school authorities say that a certain teacher will do well enough for the primary department. Parents and friends frequently urge school officers to employ their children or relatives because they will do to "keep a primary school." Sometimes a school in a favorable locality is supplied in this way with teachers who "will do very well for children of that age."

But it is not without some reason that the best teachers are given to the older pupils. They will soon leave school to begin their life-work, and should have some good training before going; hence the present plan of placing the inexperienced and unsuccessful instructors over the younger pupils, and the better ones in charge of the more advanced.

Now, since only about one-third of the pupils in our towns reach even the grades of our grammar schools, the two-thirds leaving to earn their livelihood before they have made sufficient advancement to do this, it would seem that but few children receive the advantages of the best training. But the most important part of a child's education is given while in the primary classes, while learning how to learn, while forming mental habits which will shape his entire future. If his primary instruction is what it should be, it will not matter so much what kind of teaching he may afterwards receive, for he will be capable of making progress whatever the degree of excellence of his teacher. It therefore follows that the best teachers should be placed over the youngest pupils. The same person may not be equally successful with both the younger and older pupils, but a good primary teacher ought not to be taken from her place to teach older ones, unless a better one be substituted for her. We hope the time will come in which it will be the practice as well as the theory to give the primary department the most attention. Now, schools are judged by the success of the most advanced class, by the number who enter the high school from it, or by some prepared exercise the purpose of which is to deceive school authorities who often, alas, know no difference between cramming and development. We are glad to see that some towns are employing experienced primary teachers, and are making a specialty of primary work. Would that more would follow their example.

COMPULSORY ATTENDANCE.

It is the constant habit of multitudes of children of school age, to live an idle, vagrant life. Our cities number them by the thousand. They are already a subject of deep concern to the reformer, and the State must soon meet them as citizens and law-makers. It is not difficult to predict their action when they hold the balance of power, as they will if there is no check upon them. It was once a custom in ancient Egypt to compel every man to labor in some capacity, to be a producer,

that the State might not squander its strength in restraining evil. There is a principle in this that is true, and we think that every youth should be obliged to be in a position to receive or do good. Either have him at school, learning something, or else at work, producing something. He should never be allowed to become an idler, a vagrant, against whom the State must arm herself for protection. Utilize his forces for the good of himself, and he will then be a benefit to society. Truancy and vagrancy are becoming alarmingly prevalent, and should be arrested. We see no other way than legislation to accomplish it.

OVERTAXING PUPILS.

Every town in which the schools are graded, has a graded course of instruction. In the West these are similar to that of Chicago, being modified to suit circumstances. The primary courses are not usually too full, if pupils be not crowded over the ground. But in the higher grades, we notice in many cases that the courses are too full to permit a daily recitation in every study, unless each be short and hurried, and the pupil learns five to seven lessons a day. Hence, some studies must alternate, one must be pursued one day, and another, another. Such has been the practice in this city till this year, and even now, it is done to some extent. But two inferences are deducible from such a course if it be at all advisable: first, that pupils are strong enough physically, and second, capable enough mentally, to endure the strain.

In maturity, the body is much more capable of endurance than in a state of growth; but even then, prolonged tension of mind produces physical exhaustion, lassitude, and emaciation. The waste of the system is not replenished, when the brain requires so much nutriment, and decline is the natural result. Hence, during the period of growth, when the body demands sustenance both for development and the supply of waste matter, there should not be continued strain of the mind. But in our eagerness to please parents, or because a board of education has prescribed a cast-iron course, we think little of the health of pupils, or feel obliged to obey our employers at the expense of the health of pupils, and the common sense of ourselves. The result is that hundreds of children are unable to attend school any great length of time, and thousands lose their robustness and become feeble men and women, weak in body and puerile in mind. We have seen this, year after year, and are convinced that it is a mistake to put so many different studies in a grade. It is true that pupils' habits are not always such as conduce to health; their diet, their sleep, their exercise, their imaginations, their private habits, need an intelligent and affectionate control, or health will be undermined whether they attend school or not. It is, of course, the duty of the teacher to instruct his pupils in these things, that they may have the greatest possible strength for their school work, and it is equally his duty to shape his course of instruction so that they will not be overworked. By giving much attention to these things, the intelligent and conscientious teacher can ameliorate the evils of an over-crowded course, but

cannot remove them; that belongs to the power which created it. The remedy is evident—so shape the course that pupils will have fewer studies at a time. They should never have more than four exercises a day, and the studies calling for these exercises should be the only ones till these are completed. But they are not able, mentally, to pursue to advantage so many branches at a time as our courses require. How can a child go from arithmetic to grammar, then to geography, reading, spelling, history, writing, and oral successively, in six hours, with a definite knowledge of any of them when the day is done? The strongest man would give up in despair; the only way in which children accomplish all this is by simply memorizing them for the time being, and forgetting them when the day is past. This leads to superficial education and feeble mental habits. If an adult has ten papers to read on different subjects, and give a digest of them, he would be considered foolish to read a little of each one and finish them all at about the same time. No such idea would be entertained; he would read one carefully, and then prepare his abstract, and so on till all were finished. His mind would be unable to perform the task in the way first mentioned. Yet, we construct our courses on nearly the same principle, because all the branches seem equally important. Is not this inconsistent and absurd? Is it not too great diversity? Would not more actual knowledge be acquired in the same length of time if fewer branches were pursued at once? Surely, if we may judge from the action of mature minds, our courses are too diversified even for them; much more, then, are they for children's minds. They should, therefore, be cut down to a few studies, each of which should receive considerable daily attention. We apprehend there would then be fewer indifferent and dull scholars than we now find.

GERMAN IN THE DISTRICT SCHOOL.

"The German Committee in the Board of Education (Chicago) have *come to see that a voluntary study in a graded school is an incongruity*. They are therefore *requiring the German to be taught by divisions*, where all the children may study *it without losing ground in their other studies*."—ILLINOIS TEACHER.

The above (the italics are ours) appears in an article entitled "Notes from Chicago," and is written by a principal of one of the schools. He further says that he has tried the present (division) plan one year and, in consequence, all annoyance from the voluntary study has long ceased, and expresses regret that the present plan should meet with any opposition from any of his "brother principals."

Hitherto, the German teacher in the school, where the "voluntary study" has been taught, occupied a recitation room, and pupils from the various rooms, or divisions as they are here called, came to her at stated hours to recite. This fall the German teacher is required to go to each division and teach, occupying the time of the regular teacher who, of course, can do nothing during the German recitation. This latter is the "division" plan, the former the "class" plan.

We wonder why the German Committee "came to see" that Ger-

man in our graded schools is an absurdity? Simply because it could not be kept in most of them on the "class plan." In the Wells, Washington, Franklin, Cottage Grove, and other schools in which it has been tried longest, the number of pupils studying it has dropped from hundreds to tens, and it was feared that a little more time on the old plan would make an end of it; hence they "came to see" the unsuitableness of a "voluntary study in a graded school."

Again, the grades are already crowded with English studies, so much so that the average age of the classes that enter the High School is about fifteen years, an age which used to find pupils prepared for a collegiate course. While the German lessons were reciting, the division teacher (on the old plan) continued her work, and her pupils who did not take the "voluntary study" very soon went ahead of the others who, therefore, "lost ground in their other studies." This was a serious matter; it caused pupils to drop the extra study, and in more than one school the number pursuing it became less than the minimum number required for its introduction and hence, also, for its retention, and being a "voluntary study," it was, *therefore*, an "incongruity." Of course the transfer of the classes in German made some noise in the building; the "voluntary study" was therefore an "incongruity." But there must be some remedy. German, being absolutely essential to the ordinary business man, to the mechanic, the day laborer, and the *politician*, must be taught to the rising generation who are to fill these places. It was impossible to preserve it as it had been taught; it was equally impossible to put it into the graded course as an obligatory study, the public not yet being prepared for it; hence the present plan was originated.

We are astonished at the statement in the extract. When pupils took German on the old plan, they lost grade, because those not taking it went ahead of them. Why will they not now? Is German any easier, or are those studying it any smarter, or English studies any harder than before? Certainly not. Why will they not lose grade, then? Solely because those not taking German will be kept back by those who do. Losing the time of the German recitation, they will do no more in English than those who take the extra study. Hence, the German scholars will not "lose ground in their other studies." We confess that this is delicately put. The one not "losing ground" involves a loss of ground of the other, and these, too, the great majority. Has the writer no sympathy for them? Have they no rights that demand attention? Is it not quite as bad for three-fourths of a school who do not have an extra study to be kept back by the one-fourth who do, as that an extra study should hinder one-fourth? We thought the schools were for the greatest good of the greatest number, but it seems we were mistaken. It is evident, therefore, from the statements of the extract and the inferences flowing therefrom, that the schools are for the benefit of the few, or else that the writer has obtained a view of the matter from the inside.

Though we have been labored with by those who understand this whole thing perfectly, though they have tried to convince us that pupils having six studies will accomplish as much in five of them as though they had but the five, and as much as other pupils who have but the five,

though it is argued that five and a half hours of recitation and study a day will advance pupils as fast as six, and that those taking German can do as much in English studies in five and a half hours a day as those not taking it in the full six, we are so obtuse that we cannot understand it. When pupils have as much as they can do well, we do not see how additional labor will make the original work easier or cause it to be done better or quicker.

But from the extract we infer that German is no longer voluntary, being taught "by divisions." There is no published action of the Board that makes it one of the studies of the graded course; as yet, pupils take it who choose to do so, and drop it when they wish; the statement, therefore, is calculated to deceive those who do not know the actual condition of the matter. It is openly confessed, however, that this plan is intended to make the study obligatory upon all by keeping back the great majority of pupils with the few who take German, but as yet it is only the action of a committee of the Board, and not a decree of that body; they may or may not adopt this "division" plan and endorse the design of its originators.

There are some other phases of this question that should see light, but our present limits forbid further discussion. We have taken pains to learn its history and workings in the Chicago district schools, and we are convinced that it was not and is not designed to advance the interests of the mass of pupils, but for some end entirely outside of the public schools.

CHICAGO PRINCIPALS' ASSOCIATION.

The topics for discussion were mentioned in the last number. There seemed some hesitancy to discuss the question of our general institute, though several principals spoke somewhat at length on the subject. All who spoke stated that they were profitable only by being suggestive, by giving hints and ideas which should be embodied in practice by those who attend; no model exercise could be given which could be imitated; each teacher would have to work out the suggestion through his own individuality, or an unnatural habit would be formed. Is not this sometimes true with graduates of normal schools? It would be impossible to abolish the institute because there is a rule requiring it. Upon the question of marking absent pupils in scholarship, it was the opinion of twenty out of the twenty-six present, that no record whatever should be made in scholarship of absent pupils. Nor was it thought best to oblige pupils to make up lost lessons. If they choose to do so voluntarily, the teacher should hear them, otherwise no attention should be given them.

The questions for consideration at the next meeting are: How can we increase the efficiency of our primary teachers? and shall we recommend the Board of Education to establish a truant school?

EDUCATIONAL INTELLIGENCE.

CHICAGO.—It was recently asserted by a member of the Board from the North Division, that there were 5,500 vacant seats in the school buildings owned and rented by the city, and the press have made that a text for some severe comments on the Board. But the facts show quite a different condition of affairs. On the 4th of October there were, owned and rented by the city, 30,493 seats; the number of pupils, counting the number that come only half the time, and the number waiting for seats, was 29,552, leaving only 941 vacant seats in the entire city. But there are about 1,400 vacant seats in the North Division, showing that the other portions of the city are overcrowded. But no blame can attach to the Board for this excess, as they had no hand in the erection of the last grammar building in that Division; it was the work of the Common Council. Mr. J. S. Reynolds, recently elected a member of the Board of Education from the 10th Ward, in place of C. N. Holden, Esq., resigned, took his seat in that body October 4. Mr. Ormand Stone, chosen as assistant in the High School, having resigned, Mr. George D. Brownell, Assistant to Superintendent, was elected to fill the place. Miss Lavinia C. Perkins, who has for some time made a specialty of teaching reading, has returned, after an absence of a year, and been appointed as teacher of reading in the Normal Department. Mrs. Sarah H. Smith, of the Kinzie school was, at a recent meeting, chosen principal of the Elm street Primary school, in place of Miss Annie Young, resigned. At the last meeting, the Board recommended the purchase of lots for two new primary buildings. Mr. F. Hanford, principal of the Franklin school, was chosen as assistant to the Superintendent. The contest lay between him and Mr. A. R. Sabin, of the Newberry school, but Mr. H., whom by the way we congratulate, was the successful candidate. Mr. Sabin was transferred to the Franklin school, and Mr. C. G. Stowell, of the Larrabee street school, was sent to the Newberry. The institutes in the different sections of the city have been interesting, and for the most part profitable, but we fear they will become as worthless as hitherto, unless every teacher does his part toward making them profitable. By the school census, taken in July last, there is in the city 80,280 between six and twenty-one years of age, and 56,053 under six years of age. Evening schools are held in the Dearborn, Haven, Franklin, Washington and Foster schools, and are well attended.

BOSTON.—At a meeting of School Committee, held October 11, 1870, the salary of Hon. John D. Philbrick, Superintendent of schools, was raised from \$4,000 to \$4,500, by a unanimous vote. The Girls' High and Normal School has entered the fine building just erected for its use. Some account of this edifice, as well as of the school to be accommodated by it, will be given in a future number.

The masterships of three of the Boston schools are now vacant,

viz.: the Quincy, Hancock, and a new school not yet fully organized. At the last meeting of the Board, *nine* unsuccessful ballotings were had, in the attempt to select a gentleman to take charge of the Hancock. The two rival candidates were J. W. Webster, sub-master of the Prescott, and H. H. Kimball, of the Boylston school. It is supposed that E. Frank Wood, the popular sub-master of the Quincy school, will be promoted to the vacancy occasioned by the sudden death of Charles E. Valentine.

CINCINNATI.—First assistants (male) are to be appointed hereafter on a salary of \$1,200, and increase annually \$100, till it reaches \$1,500; second assistants are to be appointed on \$1,000, and increase to \$1,300. Female teachers are to be appointed on \$400, and increase annually \$50, upon recommendation of the local trustees, till they receive \$700. But no teacher in the intermediate and district schools is to receive the maximum salary of the class to which he belongs, unless he holds at the time of appointment, a five years' certificate from the Board of Examiners, or a state certificate.

ILLINOIS.—The annual meeting of the State Association of County Superintendents, which should have been held in the city of Rock Island, beginning October 11, was postponed by the Executive Committee, until the second Tuesday in October, 1871. This failure seems peculiarly unfortunate; the new superintendents need just the assistance and instruction which may have been had from such a meeting.

STEPHENSON COUNTY.—The Fall Institute begins October 25, at Freeport. At Freeport, G. G. Alvord is Superintendent, and S. C. Cotton Principal of High School. John H. Parr, normal graduate of 1870, takes charge at Cedarville, and Miss Lizzie S. Alden, class of 1869, is first assistant in the Lena High School. The County Superintendent has changed his office from Davis to Freeport.

OGLE COUNTY.—A successful Institute was held at Rochelle, beginning October 19. One hundred and fifty teachers were present, and the greatest interest and good feeling prevailed. Miss Eva Winkler, of Rochelle, entertained the teachers with her reading, and Dr. Sewell with a lecture, "None liveth to himself alone." Lectures were also given by Col. Potter and Dr. Gregory.

KNOX COUNTY.—Institute met at Galesburg, and was well attended by the teachers of the county. Thirty teachers presented themselves for examination. The sessions were interesting, and lectures were delivered by Prof. W. J. Beecher, and by Mr. I. W. Bird, the President of the Institute.

HENDERSON COUNTY.—Our Teachers' Institute commenced on the 5th October, and continued three days. It was well attended, though in the northern part of the county, some distance from the railroad or any public conveyance. Evening meetings were largely attended, by both citizens and teachers. The exercises were conducted by home talent, and were participated in by nearly all the teachers present, many, probably, feeling more freedom to give in their experience and take an active part, than they would have felt, had there been more from abroad. The general experience of those present was, that Teachers' Institutes

are of the greatest importance to the earnest teacher, and that no one can afford to stay away from them. The necessity of teachers reading regularly some good educational journal, was discussed, and it was pretty generally agreed that they *must* do this in order to keep up with the times.

R. P. RANDALL,

County Superintendent.

MCHEMERY COUNTY.—Institute will convene at Woodstock, October 28, and continue four days. A profitable season is anticipated. Mr. G. Southworth is County Superintendent.

PEORIA.—The average number of pupils attending during the last school year, was 2,090; per cent. of attendance, 94.4. Entire expense of school per pupil, on average number belonging, \$18.97. Highest salary paid male teacher (Principal of High School) \$1,900; Principals of District schools, \$1,200. The salaries of the female teachers ranged from \$375 to \$550. The Superintendent, who is also Secretary of the Board, received upwards of \$2,000. We are glad to see an increase of \$200 to the salary of each of the male principals for this year, but failed to find a corresponding increase in those of their assistants.

INDUSTRIAL UNIVERSITY.—The Regents have decided to open the doors of the university to the young ladies of the state, on the same conditions as to young men. *The world moves.* The committee, appointed by the Bloomington convention, to investigate the condition of affairs at the university, report that only one-tenth of the students are pursuing the classics, find no foundation for the charge that the institution is not fulfilling the object for which it was founded, and make only two criticisms, to-wit: The model farm contemplated in the law, is not in creditable condition, and no sufficient provision is yet made for agricultural experiments. The other is that the industrial and economical statistics of the state are not collected with thoroughness, and upon a scale sufficiently extensive to make them of value.

WISCONSIN.—Wingville, Grant Co., has just finished a neat and commodious school house. Cost \$2000.00. An *evening school* has been started at Delavan, which is *well* attended. Cannot much good be done in our smaller towns and villages by the means of the evening school? The University of Wisconsin is still without a Chancellor. It is difficult to fill President Chadbourne's place. Normal Schools at Whitewater and Platteville are well filled, and are prospering. Prof. C. H. Allen, formerly of Platteville Normal School, now at Portland, Oregon, writes "that he has recovered his health, and feels that soon he will be able to return east." May that time come speedily.

The schools of Darlington opened on Monday, October 10th, in their new stone building, costing \$30,000. M. Grigsby, graduate of Normal School at Platteville, has charge of the same, with an efficient corps of teachers.

Mr. O. R. Smith, formerly Superintendent of Schools at Janesville, and more recently connected with the publishing house of A. S. Barnes & Co., is now connected editorially with the *Milwaukee Sentinel*. We congratulate our brother, and wish him the greatest success in his enlarged field of usefulness. A. L. Stearns, Esq., recently agent for an

eastern publishing house, has accepted the position of traveling agent for the *Milwaukee Sentinel*. He will doubtless prove as successful in this as he was in his former occupation. Rev. L. S. Rowland, Professor of Rhetoric and English Literature in Beloit College, having resigned, his place has been filled by the election of Rev. H. C. Dickinson, of Appleton, Wis., a graduate of the College.

DANE COUNTY.—Institute at Sun Prairie, for 1st Superintendent District, was a decided success. *One hundred and eleven* teachers present, and much earnestness exhibited. Superintendent Kanouse is the *right man* in the right place.

MANHATTAN COUNTY.—During the last week of September, a profitable institute was held at Warsaw. The exercises were such as to instruct the inquiring teacher in methods of teaching, and awaken new interest in all. The lecture of Rev. F. Kern was full of sound sense and good advice.

CALIFORNIA.—The State Teachers' Institute met in San Francisco September 13. The State Superintendent presided. Hon. J. M. Burnett, Chairman San Francisco Board of Education, and G. K. Godfrey, of Siskiyou, were elected Vice Presidents. W. J. Dakin, of Calaveras, was elected Secretary. The enrollment list of the first day showed 520 members in attendance, 340 of this number being from the city and county of San Francisco. The season closed Friday, Sept. 16. We notice the following among the resolutions passed by the Institute:

Resolved, That the time of holding the State Teachers' Institute be fixed by law, and that the teachers' salary shall not be decreased while in attendance.

Resolved, That inasmuch as the various County Boards of Examination are composed of persons of many different degrees of qualification, or no degree in some instances, and therefore form no standard, or data, from which the State Board can judge of their work, the granting of State Certificates on County Examinations, or on no Examinations, should be discontinued.

—At a meeting of the Wrightonian Society of the Normal University, held Saturday evening, Sept. 19, 1870, the following preamble and resolutions were unanimously adopted:

Whereas, God, in His infinite wisdom, has seen fit to remove from our midst our beloved brother and earnest fellow-laborer, Judson T. L. Miner, therefore,

Resolved, That we, the members of the Wrightonian Society, feel that in his death we have lost from our number a kind and genial friend, a useful and efficient member, and a noble christian man.

Resolved, That we sincerely sympathize with his parents and relatives in their sad bereavement,

Resolved, That as a token of our respect for his memory, we drape our hall in mourning for the space of thirty days.

Resolved, That we furnish a copy of these resolutions to the family of the deceased, a copy to the *Pantagraph* and to the *Schoolmaster* for publication, and that a copy be preserved in the archives of the Society.

JOHN W. COOK, }
H. T. HOLCOMB, } Committee.

—Culture fits a man to live: learning generally unfits. A man of culture is a millionaire who revels amid the elegance and luxury of wealth; a man of learning is a miser who hoards but never uses.

WE give below, the record of attendance for September. We hoped to report more large towns:

	No. pupils enrolled.	No. of days of school.	Ave. No. belonging.	Ave. daily attendance.	Per-cent. of attendance.	No. of tardinesses.	No. neither absent nor tardy.
Chicago, Ill.,.....	26,806	20	27,492.3	26,578.6	96.6	5,139	—
Cincinnati, O.,.....	21,378	10	21,044	20,645	98.1	4,610	—
Indianapolis, Ind.,.....	4,791	19	4,295	4,114	95.5	423	2,545
Dubuque, Iowa,.....	2,695	20	2,495	2,308	94.	—	—
Peoria, Ill.,.....	2,315	20	2,139	2,027.2	94.7	181	870
Racine, Wis.,.....	1,598	20	1,495	1,413	94.5	169	—
Galesburg, Ill.,.....	1,538	19	1,413	1,294	91.	605	421
Decatur, Ill.,.....	1,530	20	1,381	1,328	96.	200	820
Aurora, East side, Ill.,.....	1,496	18	1,386	1,272	91.8	208	536
Ottawa, Ill.,.....	1,411	18	—	—	97.	97	755
Janesville, Wis.,.....	1,290	17	1,170	1,123.	96.	382	870
Rockford, West and South, Ill.,	1,173	18	1,115	1,036	93.	250	540
Rock Island, Ill.,.....	1,133	20	1,083	1,016	94.	—	—
Peru, Ill.,.....	—	—	750	715.5	95.4	56	379
Litchfield, Ill.,.....	793	—	665	633.6	95.	64	256
Ottumwa, Iowa,.....	738	20	589	559	94.	137	175
Beloit, Wis.,.....	719	20	657	624	95.	78	—
LaSalle, Ill.,.....	720	20	651	582	92.3	139	219
Kankakee, Ill.,.....	711	20	637	591	92.7	277	208
Macomb, Ill.,.....	631	18	594	570	96.5	87	308
Princeton, Ill.,.....	593	22	559	535	95.6	104	253
Aurora, West Side, Ill.,.....	532	20	472	437	92.7	112	107
Cairo, Ill.,.....	518	18½	470	440	93.6	36	213
Dixon, South Side, Ill.,.....	507	19	465	450	96.	245	191
Normal, Ill.,.....	392	19	364	351	96.4	79	194
Mason City, Ill.,.....	335	—	282	267.9	95.	7	172
Morrison, Ill.,.....	315	20	311.3	277.9	89.3	32	137
Dixon, North Side, Ill.,.....	203	20	187	176	94.	105	—

BOOK NOTICES.

School Management: By ALFRED HOLBROOK, Principal of Normal School, Lebanon, Ohio, Author of *Normal Methods of Teaching*. JOSIAH HOLBROOK, Lebanon, Ohio. \$1.50.

This work is a compilation of lectures delivered at the Normal Institute, at Lebanon, and published in the *National Normal*. The first five lectures discuss the Qualifications of Teachers; the next three their Difficulties, and the ninth gives an Outline of the Human Constitution, with some thoughts on its Proper School Training. Lectures x., xi., and xii., suggest Methods of Class Management, with considerable elaboration. The next two treat of Organization, and the last four of Discipline. To this are appended a few editorials: Books in School—How to Use them Thoroughly; Book Teachers, Anti-Book Teachers; Object-Illustration Teachers; The Natural Order of Studies Compared; Text-Books. There is much in the book that will repay a careful reading.

Elements of Astronomy: By J. NORMAN LOCKYER, Fellow of the Royal Astronomical Society, editor of *Nature*, etc. Revised and adapted to the schools of the United States. D. APPLETON & Co.; New York: 12mo. pp. 312. \$2.00.

The appearance of this book is decidedly attractive, the mechanical part leaving nothing to be desired. The subjects treated are the Stars, Nebulæ, Sun, Solar System, Meteors and Meteorites, Apparent Movements of the Heavenly Bodies, Measurement of Time, Astronomical Instruments, the Spectrum, Universal Gravitation. The style is attractive, concise, and logical. Each subject is amply

illustrated with beautiful cuts. A short chapter upon the Spectrum, containing an explanation of the plate which shows the Spectra of the Sun, Stars, and Nebulæ, adds much to its value. The author, of whose valuable work this is a revision, is well known as one of the first astronomers in the world, and his name alone is sufficient guaranty that all statements are accurate, and furnish the most recent investigations of the science. It is destined to become a very popular text-book.

Society and Solitude: By RALPH WALDO EMERSON. FIELDS, OSGOOD & Co.: Boston.

This book is one of Emerson's best. Always philosophic, he is here more genial and social, mingles more of sentiment with his intellections than in his previous works. Clearly discerning the philosophy of all action, he delineates most clearly the characteristics of every subject, which in this work are Society and Solitude, Civilization, Art, Eloquence, Domestic Life, Farming, Works and Days, Books, Clubs, Courage, Success, and Old Age. In each of these the author has drawn on his experience, his heart, his mind, and his intuition. It is said that truth is revealed to us in proportion as we heed and develop our intuitions; if so, then has he for a life time heeded this illumination, for every page shines with its effulgence. In this age of literature, one would do well to heed his advice in the article entitled Books. We cannot refrain from giving his three practical rules:—1st. Never read any book that is not a year old. 2d. Never read any but famed books. 3d. Never read any but what you like. If all readers should follow this advice, authors would write for the future and not simply for to-day, and hence much worthless trash would be spared the world, and much valuable time saved, and more than all, many minds would be improved that are now ruined.


The Illustrative Practical Arithmetic: By GEORGE A. WALTON, A. M., and ELECTA N. L. WALTON. BREWER & TILESTON: Boston. 12mo. pp. 336. \$1.00.

In this work the authors show familiarity with the practical part of education. They have presented each subject briefly but plainly, developing the unknown from the familiar. The process in every case is analyzed, then the name given, after which questions occur. This we think is the true order. We like their multiplication table, two ones are two, five eights are forty, etc., and their division table—there are three twos in six, etc. Percentage is full and well treated. The omission of some useless matter is commendable—duodecimals, progressions, etc. Analysis is used throughout, and the pupil is expected to be able to think for himself after a little practice. But it seems inconsistent to ask pupils to depend on analysis when they are told just what to do in every case by rules. If analysis be the practice of the pupil he needs no rule; if not, the study of arithmetic is of no consequence to him. We regret, therefore, to see so good a book marred by that which will surely defeat its object. If percentage had been treated in one respect a little differently, it would have pleased us better—every case is resolvable into these—Given the product of two numbers, and one of them to find the other, or given two numbers to find their product, and by applying these simple problems a clearer knowledge would be obtained, and the necessity of so much subdivision into cases would be avoided. It is, however, an excellent work.

English Grammar: A Treatise on the Grammar of the English Language. Containing a Complete System of Analysis and Parsing. By T. R. VICKROY, A. M., President of Lebanon Valley College. HENDRICKS & CHITTENDEN: St. Louis: 1870. 12mo. pp. 240. \$1.00.

When this treatise is placed into the hands of the pupil, he is supposed to have some knowledge of grammar. The author says that the study should be taught orally till a treatise, like this or some other, can be used. In his opinion, no *primary book* is necessary. Judge of our astonishment, therefore, when we saw in the circular, the first on the list—Introduction to English Grammar (in press). The author is evidently working against his convictions to please either his publishers, or the public demand for diluted text-books, in either of which cases he shows he has neither the good of schools nor that of teachers as a motive. His book contains about the same that most works of the same size contain. His analysis is Greene's, and throughout the author shows intimate knowledge of two or three of the best grammars now in use. It is, however, a good book, though somewhat technical; but more valuable as a book of reference than as a text-book. Correct speech from infancy to adult age is *the* grammar we need.

PUBLISHER'S DEPARTMENT.

 *Good agents* wanted for the revised addition of Chambers' Encyclopædia. Good wages are made by canvassers. Address WM. H. SHEPARD, 133 and 135 State street.

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Arithmetical Questions for the Recreation of the Teacher and the Discipline of the Pupil. By Rev. U. JESSE KNISELY. COWPERTHWAIT & Co., Philadelphia. 12mo. 69 pp.

Teachers need suggestions from other sources than their text books, and are glad to meet with them from any quarter. This little book has been prepared to aid the teacher in testing his work without the trouble of making his own questions. Ten pages are given to questions on definitions and principles, and the rest of it is filled with problems comprising all the rules of arithmetic. It will be suggestive, even if the problems are not given as here found, and thus it will aid teachers in their work.

A Concise School History of the United States. By L. J. CAMPBELL. BREWER & TILESTON, Boston. 12mo. 250 pp.

It is a difficult task to condense the history of this country into a book of two or three hundred pages. To present not only events that are results, but also those that influence results, omitting such as are less important, is the aim of this author. It is probable that few exactly agree upon what events should be presented, and hence every book of the size of this one would be considered incomplete by many. The style is easy and agreeable; language simple as possible; cause and effect often shown; well illustrated with maps and provided with questions; chronological reviews scattered through the book and general review questions at the close; and contains the Declaration of Independence and Constitution of the United States. Much care has evidently been taken to make the text interesting and acceptable, and the book is not, therefore, a mere compilation of facts, but a carefully written narrative of leading events.

Chambers' Encyclopedia: A Dictionary of Universal Knowledge for the People. J. B. LIPPINCOTT & Co., Philadelphia. Nos. 13 to 18.

All who see and read this revision must admit its excellence. Each article has been revised, and facts are presented with conciseness and clearness. There are articles in each number that are worth the price of a volume; while the plates and cuts, especially of natural objects, are particularly valuable to the student and reader. No teacher can afford to be without a work of this kind when it can be obtained so cheaply.

Herald of Health and Journal of Physical Culture. WOOD & HOLBROOK, New York. Monthly. \$2.00 per annum.

We welcome this journal to our table. Its aim is to elevate "Manhood—Physically, Intellectually, and Morally." Its contributed articles are from excellent pens, and its editorial department is strong. We like its plain language, good advice, and practical sense. It believes in the prevention as well as the cure of diseases; that, with proper habits, few need suffer pain or be sick; that the evil habits of both body and mind manifested in children are due to their parents; and that, if we would have a healthy and virtuous posterity, we ourselves must be healthy and virtuous.

The Christian Union. Edited by HENRY WARD BEECHER. J. B. FORD & Co., New York. Weekly. \$3.00 per annum.

Mr. Beecher's name is evidence enough of the worth of this paper. A spirit of Christian charity and liberality pervades it, and it aims to educate the masses to a higher standard of life. Hence, it identifies itself with the educational forces of society, giving thoughts to teachers and parents, pointing out their errors and suggesting remedies. It purposes to make education an important feature, and articles are promised from some of the best educators of the country. We should be glad to see the religious press generally thus helping the cause of popular education.

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THE SCHOOLMASTER.

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PRIMARY INSTRUCTION—No. 2.

ALFRED KIRK.

In this article I propose to touch upon one or two methods by which the character of our Primary Instruction may be greatly improved, and our schools rendered more worthy of confidence. By giving careful heed to the character of the mind itself and its modes of evolution, it will be seen that its faculties or modes of exercise are unfolded in a certain fixed order. From the simple exercise of its perceptions, it passes by degrees to the more complex operations of the reason and judgment. It first gathers its materials from the external world, afterwards from the internal. First, the mind perceives facts as the basis of all its ideas—things themselves, then their representatives, or signs. The concrete in knowledge must precede the abstract. Children should be taught to observe, then reflect and compare. This is Nature's method of education, and the course for the teacher is clearly mapped out. The processes to be employed must correspond with the clear instruction furnished upon a study of these methods. Mental development must be carried by cultivation to still higher stages, and by agencies essentially the same. The general law of mental growth is ever and in all possible cases the same, and the teacher should labor to apprehend fully this law, ere he can hope to be an instrument to fashion correctly and harmoniously these human growths.

First, then, as lying at the threshold of knowledge, is observation, the key that unlocks the storehouse of intelligence, the starting point of all mental acquisitions. The power of observation is in a certain measure

secured through a partial cultivation of the perceptions before the child enters upon school life. Notwithstanding the errors of parental training, he has, through the operations of natural laws, been walking in the light. He sees things dimly, it is true, but as he should. He has been following the bent of natural impulse, and the promptings of a soul that would obey a sort of divine mandate, unconsciously it may be, yet none the less truly and certainly. Shape has already been given to the mental condition, and conditions of future development determined. Right here the teacher should meet the child, and bestow method and precision upon his means of attainment, fixing the known and widening the boundaries of his knowledge by processes and agencies that shall allow full scope for the employment of his own activities.

The good work so happily begun must be continued by the teacher. The child must have access to the methodical study of things or objects as the basis of all his ideas, and the teacher should relax no effort to supply all needed sources of information. The entire school work should be modeled after this thought, and the schools which first receive the children from home should be as little removed from the nursery as the conditions and requirements of a mixed assembly would permit. It would have the teacher enter so much into accord with her pupils in personal bearing and affectionate interest, as will ensure a feeling of confidence and trust, as will bring her within the circle of their understandings.

The instruction for the first few months, as at home, should be mainly of a conversational character. Children are always ready and willing both to talk and listen; and the skillful teacher can use this element of character to open a world of wealth to them, both as to knowledge and discipline. The conversation should be conducted with a view to an enlargement of their mental horizon, ever opening up new fields of observation and research, cultivating and sharpening their powers of acquisition, and enlarging their sources of information. Let it be so directed that pupils will be led to speak and write frequently about things known to them, and thus be brought to the unknown by means of similarities and agreements which they readily perceive, as well as the unlikenesses. The teacher should call for information or descriptions in such a manner as will draw into active exercise their power of observation, appealing to their activities by means of new objects of interest, and by constant representations of those that are in some measure known, and this process must be continued until the knowledge of the subject is more or less exhaustive, and thought is stimulated, eager, earnest, analyzing thought. Such a result can only be reached by the most persistent and faithful labor upon the part of the teacher. The children must be kept

interested, for without a spirit of inquiry there can be no acquisition. They must be led to exercise their own powers of analysis upon every subject presented, and encouraged to reduce to language all they may learn of them, and make the knowledge their own. Points of agreement or similarity, and of disagreement, in color, form, size, and all the more observable properties, should be brought into full relief, and the pupil required to reduce every new idea or thought to an exact form of language. The two elements in the education of the child that should now receive prominent attention are observation and language, both with a view to the acquisition of new facts and mental culture. They react upon each other. Accuracy of observation will beget accuracy and fluency of expression; and accuracy of description will greatly improve the power of observation. In all this instruction the pupil must be taught to depend upon his own strength, to see and think for himself upon the basis of what he has seen and known. The teacher should guide the pupil's thoughts, and provide the agencies that give and foster the new ideas. At first the acquisition of new ideas by means of new facts must be the child's staple; afterwards, when a stock of ideas has been formed, a development of intelligence is secured by new combinations among them and their association into new relations. His ideas and thoughts will multiply themselves as the result of the affinities that subsist among them, and thus his knowledge will increase in a sort of geometrical ratio. The relations that subsist between those already in possession will discover new combinations of thought, and the pupil will grow gradually to deal intelligently with abstractions; and so evolutions of mental power will multiply, and a mental growth be established that is healthy, vigorous, and in perfect harmony with his most positive demands; a growth in the truest and best sense; accumulation by means of external agencies, and development from independent internal action. The pupil not only recognizes and responds to a source of information from without, through the power of observation, but he is moved by a new world developing within himself, that corresponds with the external relations of things. This growing intelligence is the fruit of persistent and continued impressment made upon the child's mental organism by means of the presentation of external objects, and the new relations that are constantly establishing among the ideas thus formed. Every exercise of the school-room should be directed to the one result, mental development, whether it be in discovering the likenesses and unlikenesses, or the representations of things, natural objects, sense knowledge, or calculation; whether reading, writing, or construction and expression of thought—all should have direct relation to this one idea, mental discipline. All his instruction must become a part of his intelligence.

THOUGHTS BY AN OLD FOGY.

The experience of years suggests that while our methods of instruction are improved in many particulars, in others they are inferior to those of twenty years ago. In our desire to smoothe the rugged path of knowledge, and make the journey one of pleasure, we are sometimes guilty of taking the pupil in our arms and carrying him over the rough places, while we permit him to walk by our side when the even road requires but little effort. We too often do not allow him to develop his own powers by grappling with the difficulties which he encounters, but by a wrong use of some of the inventions of the age which are of advantage when used with judgment, we weaken ourselves by labor and the pupil by the want of it. I firmly believe that many conscientious teachers ruin their health by doing the work which should be done by the pupil, to the lasting injury of the body of the one and the mind of the other. I could name teachers among my own corps, who, through their anxiety to advance their pupils, go home nightly exhausted by labor, most of which they should not have done.

The uniform development of all faculties of the mind is the acknowledged aim of our elementary schools. But there is danger, at the present time, of a reaction from a former habit of burdening the memory with a mass of useless details, danger of neglecting the proper cultivation of the memory. Many children who come under my own observation seem to be nearly or totally unable to commit perfectly to memory a lesson which should not be beyond their ability. They seem to lack the necessary power of concentration, or of retention: and, while they are passable scholars in those branches in which an exercise of other faculties is required, they seem to fail in those demanding an arbitrary act of the memory. Of this, one of the causes is undoubtedly a misapprehension on the part of teachers of the nature and object of a "recitation." Doubtless one of the most valuable exercises of a school-room is the explanation and illustration, by the teacher, of principles and operations for which little or no immediate preparation on the part of the class is expected. So, also, great benefit can be derived from an exercise whose object is to show a class how to study a particular lesson or topic. But when a class has been fairly inducted into a study, it is the business of the teacher to see that the work assigned has been accomplished, and to call to strict account every pupil who has failed to prepare the lesson. I have known whole classes, with perhaps one or two exceptions, to pre-

sent themselves without having made the least preparation, relying upon the aid given by the teacher in the shape of question and suggestion, to make an acceptable recitation. Nor has the reliance always been in vain. For often do pupils boast, and boast truthfully, that they have been marked "one hundred," when they have not looked at the lesson previous to the hour for recitation. Far too often is it the case, also, that the allotted time is consumed by the teacher, instead of by the pupils. The "lecture system" may succeed in the university; it is a failure in the primary or grammar school.

Teachers, for your own sake and the sake of your pupils, do not attempt to do their work for them any more than you would try to eat their meals for them. Both processes are equally injurious to both parties. H.

PEDAGOGICAL ASPECTS OF HOOD'S "WHIMS AND ODDITIES."

An evening spent in the perusal and enjoyment of Thomas Hood's "Whims and Oddities," developed some interesting pedagogical aspects. Two of these are deemed worthy of presentation to the readers of the SCHOOLMASTER:

I. "BEAR AND FORBEAR."

It is often the bounden and sacred duty of the teacher to "bear and forbear." It frequently makes the difference between success and failure to appropriately apply the sentiment. Yet many have no just conception of its scope or meaning, and their application of it is aptly illustrated by an amusing sketch of the humorous satirist.

A most aggressive looking specimen of the Genus *Ursus*, and Family *Ursidæ*, and Order *Carnivora*, is represented as chained, but nevertheless as approaching as near as possible to the object of its wrath, and glaring upon it with an expression of deadly hostility. This is the "bear." Opposite, and just out of his reach, similarly chained, is a sturdy and irate member of the Family *Canidæ*, whose expression of desperate enmity and whose desire to meet his foe is just as pronounced as that of the first. He is unmistakably "*for* bear."

It is a sad commentary on the weakness of human nature that illustrations should be sometimes given of such an application and understanding of the wise old injunction.

II. "A MEDLEY."

A quaint drawing illustrative of visions often experienced in dreams attracts attention. It is "a medley of human faces, wherein certain features belong in common to different visages, the eyebrows of one, for instance, forming the mouth of another," in which is typified "a common characteristic of dreams, namely, the entanglement of divers ideas, to the waking mind distinct or incongruous, but, by the confusion of sleep, inseparably raveled up and knotted into Gordian intricacies."

This represents very exactly the state of mind in which many teachers leave their pupils upon subjects which they teach. It suggests to us the importance of *definiteness* in the instruction which we give our pupils. The most faithful efforts to understand our communications, if these communications be not clear and definite, but render the ideas of our pupils more vague, visionary, and incongruous. A multiplicity of words and illustrations but increases the embarrassment of the situation. No suavity of manner in the teacher, no attention of the pupil, however intense, undivided, and earnest it may be, can save the latter when he is the victim of indefinite instruction from having his conceptions of the subject "inseparably raveled up and knotted into Gordian intricacies."

The same unfortunate result is often reached by too great haste in passing over the work to be done. Pupils get a just conception of the subject, but are not allowed to dwell long enough upon it to become firmly possessed of it, until other and different subjects are forced upon them. There is much danger of this in all large classes where the mental action of some is slower than that of others.

In view of this it behooves the teacher to be simple, clear, and definite in conveying instructions. In the same connection, also, appear the propriety and necessity of repetition and judicious review. Thus doing, we may hope that our pupils will happily escape "extravagant associations of thoughts and images—unnatural connections, like those marriages of forbidden relationships, where mothers become cousins to their own sons or daughters, and which are "quite as bewildering as such genealogical embarrassments."

EIZNIK.

"UPON all occasions of life which are not of the last importance, think as clearly and steadily as you can; compel that thought to bring you to some sort of conclusion, and then carry out that conclusion without consulting any human being. Clear thought, continuous thought, and silence, these habits which are not difficult, (all exercised in the daily trifles of life,) will soon render you incapable of indecision."

ENGLISH GRAMMAR—SHALL IT BE TAUGHT?

J. K. MERRILL.

Of all the subjects brought before the instructor, there is probably not one upon which there is so great a variety of opinions as upon this one of English grammar. Let the subject be presented for discussion at any Teachers' Institute, composed of those who are engaged in the various grades of instruction, from the High School down, and there is sure to be developed a perfect Babel of opinions; and if the statements made by our High School instructors of the condition of the pupils who have completed the course of study in the Grammar Schools, is to be taken as forming a just estimate of the worth of the knowledge that such pupils possess of this fundamental branch of English education, (and we are by no means disposed to question these statements,) it would seem that the whole question would ultimately be brought to the one at the head of this article.

The time has been when the charge was made that pupils possessed simply a knowledge of how to parse by certain grammatical rules which they had learned in a parrot-like manner, but the real meaning either of the rules used or the words parsed was never thought of; much less was the idea of the author, in the sentences from which the words were taken, made the subject of a moment's consideration. Time spent in this way was of course regarded as entirely lost; something more must be done, or nothing would be gained, for there was daily proof of the fact that, notwithstanding all these rules so perfectly learned, the pupils knowing them best would disregard them in their daily conversation, thus showing that the whole subject of grammar as a practical study was lost sight of. But can there be found a remedy for this evil? It was thought so when parsing or analysis by words was to give place to sentential analysis. By dealing with the idea in the aggregate, and devoting less time to minute rules for every word, it was thought that the evil would disappear, and that the pupils would receive a kind of instruction that would repay them for the time spent upon grammar. This idea was taken up and developed till all instructors ran wild with it. To such an extent was it carried, that the whole of English grammar seemed to be analysis, and it was found desirable in some localities to discontinue the use of a certain text-book, because nothing could be brought from its store of information but analysis of sentences; and the author himself

found it necessary to revise his book and tone down the analytical parts of it, as well as develop more fully the discarded parsing, and by a combination of the two, to meet the public needs; but still the analysis seemed to be the principal feature of the work, and the great complaint at the present time is, that pupils are drilled in a certain routine of analysis, which, like the old system of parsing, is learned parrot-like and by particular rule, so that they are able to talk very glibly of the different clauses and phrases, as well as elements of the first, second, and third classes, but they are still as far from comprehending the idea of the author as under the old regime of parsing, and are no better able to use language correctly than formerly. The results arising from the discussion of this question, so far as we have heard it discussed, have generally been to show the fact that each instructor in our schools has a method of instruction peculiar to himself, which he regards as superior to all others, and which he is disposed to develop in all its merits in his own school at least, and that upon the whole no method has been devised that will cause pupils *practically* to experience the worth of the science. Is this fact greatly to be wondered at when we consider that English grammar is regarded by many linguists as not only entirely devoid of the elements that should entitle it to be regarded as a science, but even as wanting in common sense? We heard not many days since a person, well versed in nearly half a score of languages, make the remark that, in all his range of study, he had found nothing that he held in such contempt as English grammar. This would lead us to the conclusion that the fault is as much in the subject as in the instructors, and that as our language is not subject to the rules which govern other languages, the best methods of instruction are to cut loose from rules and formulas, and, after becoming familiar with all the grammars within one's reach, to lead off in an independent course of common sense.

We are well aware that there are certain examinations ahead which exert a very decided influence upon the course of instruction, and that the system to be adopted must be chosen with reference to this fact, and the method of instruction conform to it, and our pupils prepared to answer questions of a particular character, arranged, as we should doubtless say it is but just that they should be, with reference to some particular text-book, so long as a text-book is provided for our use. Now just in proportion as we are influenced by these motives, to the exclusion of any method of instruction that will be of real practical importance, are we not making just that kind of a machine of our schools against which this journal has entered its protest upon a former occasion? It may be asked, will any change that can be suggested work better results than to

labor as we now do, allowing the examinations and their influences to stimulate pupils as well as teachers to faithfulness in that particular direction, and if so, what shall that change be? Many questions are much more easily propounded than answered, and this belongs to that class. But if it can be discussed in the calmness of the study and with the power of the pen, rather than amid the excitement of a verbal debate, in such a manner as to give rise to and develop a theory that shall meet the points upon which all instructors are agreed, namely: first, to give our pupils such ideas of the language and the rules which govern it, so far as it is governed by rules, as shall enable them to use it correctly, quickly detecting and able to correct all errors in its use, and, second, to comprehend its meaning when heard or read from others, we feel assured that a very desirable object will be accomplished. Could these points be gained, there is reason to believe that High School instructors would be satisfied with the knowledge that pupils possess when they come to them, while Grammar masters would feel that their labor upon this important branch of instruction is not all in vain, and superintendents would find a greater harmony existing in the different grades of school work; and, what is far superior to any of these reasons, we should be giving our pupils something that would be of practical use to them, not only while pursuing their studies, but which would control and govern their use of language through life.

Quite a variety of text-books upon this subject have found their way into our school library, and among them we notice three which, at the present time, are perhaps quite generally regarded as among the best to be used in our public schools. There is, as there ever must be, in all text-books upon the same subject, a similarity in the general treatment of that subject, yet these three books may be said to represent the three different modes of giving instruction. One comprising, to a very large degree, the method which is based upon sentential analysis; another is more particularly devoted to parsing or word analysis, and the systematical rules by which it is governed; and the third is disposed to discard all methodical notions in the instruction of grammar, giving a few general laws, and allowing teacher and pupil the largest latitude in filling up the particulars. We are disposed to regard each of these methods as possessing no small degree of merit in itself, yet we believe all to be more or less faulty. It is evident that the results obtained from them up to the present time have not met the demands required of them. Can they be combined either by themselves or in connection with any new theories yet to be developed, or ideas advanced, in such a manner that these demands shall be met?

For the teacher who is thoroughly alive in his work there can be little doubt that the last of the three methods named is the best one to follow. It may be said that we ought to have no other teachers than those who are thoroughly alive in their work, which is all very true; but we have them, and are not likely to be entirely rid of them just at present, as the author of a most excellent text-book upon another subject has discovered, and methods of instruction must be adapted to the condition of things as they are in order that they may be effective.

This pen does not possess the requisite amount of power to develop the much needed theory, and its purpose in putting these sentences together has been to obtain information from those more able. It seems very desirable that such a change be made as shall insure a similar course of instruction through all the grades of our schools, so that a pupil will not be informed by one instructor that all his knowledge upon grammar is as bad as complete ignorance, or even worse than that.

We leave the subject here in the full assurance that there are instructors who can treat it with ability, and we trust they may be heard from through some of our educational journals.

MUSIC IN UNGRADED SCHOOLS.

O. BLACKMAN.

In a former article (October SCHOOLMASTER) it was shown how music may be put into graded schools. In this it is proposed to show how it may be made a study in ungraded schools, and also who should do this work.

These schools are located principally in the country and small towns. There is no special course of study, but each child is accommodated as well as he can be, by being placed in such classes as it is possible to form. Such schools have all grades of pupils, from the little a b c scholar up to the student in philosophy and algebra.

To put any new branch into such a school is attended with some difficulties; but when music is successfully introduced, the benefits to the school, apart from the instruction which each pupil receives, will amply repay the effort of introduction and maintenance. The formation of more than one class in music in such a school would, at first, be quite impossible. The whole school, large and small, should be put together. It will not make a very ill-balanced class. While the small children lack in comprehending the more difficult points of the theory which the older

ones like to examine, it will be found usually that they quite as readily grasp the essential items; this, coupled with the fact that their voices are more flexible and sweet, and their ears quite as prompt in detecting mistakes, will be a sufficient assurance for the teacher to unhesitatingly arrange for music, although he may not be able to find time for more than one exercise a day. Should the teacher find, after a few lessons, that there is a seeming necessity for more than one class, some means may be at hand to remedy this difficulty. Some assistance can be obtained from the larger pupils; they could teach the smaller ones to read over the lesson which is next to be sung. By this means the whole school is made a better singing class, the smaller pupils are advanced faster than they would be were they with pupils of their ages only, and the larger ones are still more benefited since they have been able to give others what they themselves have, thus making sure their own possession. Can it not be seen that this would have a wonderful effect in making the school a unit? The small scholars have extra help, and feel thankful for the assistance; the larger ones are helpers, in a sense, assistant teachers, and thus made to feel some responsibility. But should there be anything wanting in such a school to make it wholly harmonious, the united act of singing by the whole school will supply the needed unifier.

Do some of your patrons oppose the introduction of music into your school? The majority will be in its favor, and you will be sustained. Use all good means to secure your ends. After you have begun your work, invite the objectors to a music lesson, and few will see cause for further opposition. Make progress, and have all of your school interested, and you need not fear any opposition. But it is not now seriously doubted that music in the school-room is desirable, and that all should obtain some practical knowledge of it.

Who is to give the instruction? is now the question. Music teachers cannot, for there are not enough in the country to do it. This may seem an exaggeration, but upon examination it will be found true. One person can attend to about four schools in a day, and as the number of schools in a county averages about one hundred and fifty, it would be necessary to have at least thirty-seven teachers of music in such a county, which would be impossible. But could there be so many found, the expense would be so great that it would be impossible to employ them.

Take the case of the city of Chicago. To teach the music which is taught in these schools would require the employment of at least thirty-three teachers. A low estimate would make the expense at least \$50,000. What does this teaching cost the city? It is not \$50,000. How is it

done? Who does this work, and who can be depended upon to do it in all our cities, towns, and country places? The persons who teach reading, arithmetic, etc., etc. All teachers must be music teachers.

PENMANSHIP.

A. H. HINMAN.

It is generally admitted that among the various branches taught in our common schools, penmanship receives the least attention. Teachers find in their schools few pupils who excel in writing, whose books show rapid improvement. Why these surpass their fellows is not generally understood, and because it is not, the idea is soon established in the minds of both teachers and pupils that none but the gifted few can become good writers. In learning to write, success depends greatly upon the pupil's ability to imitate, and because some seem to possess a natural power in this direction, it does not prove that the same power cannot be developed in others. Some persons having seen objects can describe them minutely; others, to form the same idea, must have their attention directed to their various parts. The one class, in looking at an object, see it as a whole; the other examine it more carefully, and all its parts are impressed upon their minds. In learning to write, the latter, in looking at a letter, will examine it carefully, and in attempting to make it will see that every part is properly made and joined. The majority of pupils must be taught to do this. Realizing this difficulty, the best teachers of writing use great care in making their pupils familiar with the parts or principles of letters, and take great pains in showing them how they are joined. Where this method is pursued, ordinary writers are found teaching the art equal to the best professional penmen, for if a system of penmanship is understood by the teacher, and copybooks and charts are properly used, the penman possesses no advantage. This fact ought to inspire teachers to become familiar with some system, for upon proper teaching depends the handwriting of the hundreds of children. Before classes are commenced, a course of instruction adapted to the pupils should be decided upon. In conducting the writing exercise the utmost system should be observed. The class should remain motionless while the monitors are distributing the writing materials. A signal may be given directing them to open ink and books and prepare for writing; another to require attention at the blackboard and charts, where the analysis of the letters in the copy and direc-

tions for writing it are explained, and at another the class should assume a position for writing satisfactory to the teacher before they are directed to write. While the pupils are writing, the teacher may pass through the aisles and overlook their work, and when the common errors are found, may explain them before the class or at the blackboard, making the instruction general, and avoiding giving individual attention; this will result in the most good to the class. In no case should pupils stop their work or recognize the presence of the teacher except when spoken to. The great aim and end of the teacher's work is getting pupils into the habit of properly criticising their writing, for when they learn to use extreme care in forming and joining the parts of letters, they are on the only road that leads to a good handwriting.

FOREIGN LANGUAGE IN DISTRICT SCHOOLS.

The acquisition of any foreign language is easiest when the construction and idioms of our own are first thoroughly understood. No child can learn rapidly from text-book and teacher the rendering of his own into a foreign tongue, or vice versa, unless his study and instruction are based upon a knowledge of his native language. One may, by intercourse with foreigners, acquire some colloquial use of their language in a short time, but even then a knowledge of his native tongue is a valuable aid. The first condition, then, of the study of a foreign language in our common schools, should be a good knowledge of English. If this be not required, much time and labor are lost. But the structure of language is said to be more difficult for most pupils than any other branch of common school study, and they are yearly admitted to High Schools with very little theoretical or practical knowledge of it, as teachers in such schools have almost unanimously testified. It follows, therefore, that, up to the time of leaving the district school, they should have no other language than their own, unless it be one whose construction and idiom form the basis of their native tongue. But we doubt the utility of such a language in the district school; much more, therefore, some language, living or dead, that enters but little into ours.

But there are other considerations. Not more than one tenth of the children attending the district schools finish the studies required by law and by the necessities of life to be taught in them. These are reading, spelling, writing, arithmetic, grammar, and geography. Few children enter upon their work of life who are good readers and spellers and ready

in arithmetical calculation, as letters received by every tradesman, and as intercourse with all classes of people fully illustrate. What, then, do these children, the nine tenths who fill our schools and ultimately become laborers, farmers, mechanics, and even tradesmen, most need? What will give them the best preparation for their life-work? Evidently not any foreign language. They would only be impeded by it, whereas they should be advanced. They should receive the greatest amount of knowledge and discipline of mind that the schools can afford in the time they attend—such knowledge as will aid them in the discharge of their daily duties, and such mental discipline as will make them self-reliant and independent. This is the great object of the common school, and whatever diverts it from this object is a blow at our free system. The greatest good of the greatest number should be kept steadily in view, and that which is not a positive and universal good should not be placed in them. It is only the few who need a foreign language; it is, therefore, a special study, and should be treated as such.

There is, so far as we can see, no demand for the study of a foreign language in the district school. Trade and commerce do not call for it. We have asked tradesmen of all kinds whether their business *demanded* a knowledge of another language on the part of their employes, and the reply is either “No,” or “Only one of them.” Agriculture and the mechanic arts do not need it. None of the ordinary occupations of men, for which the common school was established to prepare the children, call for it. Why, then, introduce it? What is to be gained by its interpolation? Since none of the legitimate occupations are to be benefited by its introduction, we see no use, except to serve a political purpose.

But if it be granted that it is wise to yield to political necessity, where will it end? If one foreign language be introduced to please a certain few, will it not soon be necessary to introduce another and another, and so on indefinitely, for the same reason? For example, if some desire German and obtain their wish, will not others desire French, or Scandinavian, or Chinese? The moment public schools are conducted in the interest of any political party, their efficiency begins to decrease, and enemies of the system have valid ground for objections. They are supported by tax levied upon the property owned by all parties, and should be neutral so far as mere factions are concerned, but should always be patriotic, should always teach love of country. Being thus supported, no one should ask for any special study to be taught in them; only those branches should be permitted which all children ought to pursue. We see no reason why dancing, or sewing, or trades might not with as much

propriety be asked for, and surely the latter would be of far more service to children generally than a foreign language. And if any language be introduced on the plea of benefit to the children, much more should instruction in domestic arts be afforded and required. If we once begin the teaching of special studies in the district school, we do not see where the matter will end.

The High School is the place for all these things. Such instruction being desired only by the *few*, it can there be afforded at much less expense, and also with more advantage to the pupil, and with no detriment to those not pursuing them. Confine them, therefore, to the High School. R.

EDITOR'S DEPARTMENT.

It is a great pleasure to us to receive so many encouraging words from every quarter. It has been our aim to make every part of the *SCHOOLMASTER* interesting and valuable. We expect to speak plainly on every question that we touch, and to advocate whatever will elevate the teacher, or strengthen our free system, or advance the cause of universal education. Whatever will hinder any of these we must oppose. We mean that our pages shall inspire and invigorate their readers, that they shall also contain instruction in the every day work of the school-room, and be suggestive of ways and means of developing the minds of the children in our schools. Development versus cramming is our motto.

WHO WILL HELP US?—We want five thousand new subscribers to be sent us in the next sixty days. Will not every one who receives this number consider himself specially appointed to solicit and forward subscriptions? We want to increase our number of pages very considerably, and if our friends will furnish the subscribers, we will not only do so, but constantly add to their value. We have in mind two or three features that should be found in our journal, but our space forbids their regular appearance. Who will help us?

Our readers will find our pages full of interesting and valuable articles. Each one has been written expressly for the *SCHOOLMASTER*, and contains thoughts worthy of consideration. We feel that teachers do not read enough of educational literature, doubtless because much of it in periodical form has been valueless; they should freely patronize

some journal, and bend their energies to its support by contributions to its pages and its treasury. In that way and no other, can a journal become permanently and increasingly valuable. Will not each one, when he renews his subscription for the next year, send a few new names as subscribers.

IMPOSING ON PUBLISHERS.

When book agents were in the field, they often made friends among teachers by a very free use of their books. Teachers liked to receive them; they liked to have sample copies of new books, and sometimes asked for them when not given without the asking. At county institutes, rival agents, each desiring the adoption of the books he represented, would give committees sample copies of a part or all the books on their lists, lest they should appear too frugal and lose thereby. These things have had their effect. A teacher desiring to see new books, or to obtain some for reference, or other purpose, writes to the agent for sample copies of all his books, stating that a change is under contemplation; but not content with the books published by any one house, he sends to every agent for sample copies of his entire list. Nor is this always satisfactory; he sometimes sends to both the agent and the publishing firm for them, and thus occasionally obtains duplicate sets. Committees appointed by institutes to examine books and report thereon, write to every publishing house, or its agent, or both, for sample copies for each member of the committee; sometimes they do not report and another committee is appointed that goes through the same operation to get copies for examination, and so on indefinitely. College presidents and professors, hinting at possible changes, sometimes write for books for examination, and make out long lists that would be very acceptable to them.

Now we think all this is wrong. No doubt it is just that publishers should suffer for inaugurating such practices, but it is demoralizing to teachers, whatever their position, to get books under false pretences. If they want a new book they should be willing to pay half price for it; or they should beg it outright, and not pretend that they wish to introduce every publisher's entire list, for the sake of getting a great number of books. Teachers, above all others, should not do things of this kind; they should be honest, though all the world besides are dishonest.

SCHOOL LEGISLATION.

The next Legislature of Illinois will have a vast amount of work to do, but we trust that our school system will receive the attention it deserves. One of the greatest demands of the State is a change from district to township school organization. There are so many unequal and unjust practices under the district system that it ought at once to be abolished. Wherever the township system has been tried, it has given entire satisfaction and produced results that cannot be found elsewhere.

This matter has been so fully discussed that we need only to refer to it to recall the arguments in its favor. In the report of Hon. Newton Bateman for 1865 and 1866, he devotes a number of pages to this topic and unqualifiedly recommends it. It would be a great relief from the present cumbrous and unjust district system.

We hope, also, that something will be done to stay the tide of truancy that seems to flow over the country. Boys at an early age become too old and wise to be taught by women, and, allured by the pleasures of idleness and freedom from both parental and school authority, abandon school for the street, to receive an education in vice. Parents often take their children from school at an early age, before they can even read intelligently, to work for a few weeks or months; and losing interest in school work, the children often prefer absolute idleness to attendance at school. Thus they grow up in ignorance, and when they are men, become the voters, and, to a less or greater degree form the public sentiment in politics, in education, and in religion. In this way does one generation reap the fruit of the mistakes and follies of the preceding one. Is it not then the duty of the State to legislate against this growing evil? Should not truant schools be established to which those addicted to truancy shall be sent, that their influence may not corrupt others, and that they may be restrained and corrected? Should not the law require a certain amount of knowledge as a condition of the elective franchise as an inducement to people to educate their children? But as this motive will not reach all cases, should not the law prohibit absolute idleness, and require something of the youth, either that they be employed in the acquisition of an education, or a trade?

NORMAL SCHOOLS.

It is with some interest that we have examined the courses of study of most of the normal schools of the Northern States. Almost without exception they do more academic than normal work. Pupils are admitted who can pass an examination for the lowest class of an academic course, and kept from two to four years at work which should have been done before admission to the normal school. As a result, many of them are not doing the work it was designed they should do. The standard should be raised; none should be admitted who cannot pass an examination for graduation from a high school. Then the normal school would be a professional school, and those graduating from it would be skilled in the art and practice of teaching. We are sure that we speak the minds of every teacher in normal schools in saying that the standard of admission ought to be raised instead of having long courses. It would then be their province to make teachers, whereas they now try to make scholars and teachers, often causing the graduates to pass through some bitter experience before they become what they should be when they receive their diplomas as graduates of a normal school, true teachers.

Nor can we see any economy in the present practice. Pupils can generally receive an academic education at or near home, thus avoiding the great expense that necessarily attends their going some distance to a normal school. It also costs less to instruct pupils in a high than in a normal school, as a general rule: and hence it would be a saving to the State as well as to most of the pupils to obtain their academic education at a high school, and then to go to the normal school to acquire a knowledge of the profession of teaching. This would at least give greater dignity to nominally professional schools.

STATE TEACHERS ASSOCIATION.

We call attention to the programme of the State (Ill.) association to be held at Smith's Opera House, Decatur, Illinois, on Tuesday, Wednesday, and Thursday, December 27, 28, and 29. It has been arranged so as to give opportunity for all to take some part in the exercises. Time for the discussion of important topics has been provided, on the ground that in the multitude of counselors there is wisdom. It will be noticed that the State Superintendent, the President of the Normal University, the Superintendent of the State Institution for the Deaf and Dumb, and other distinguished educators will be present and give their thoughts and experience. The section work, on the morning of the second day, promises to be of great interest, as courses in reading and arithmetic for the primary, grammar, and high schools will be under discussion. It is thought that the proceedings will show a complete course in each for common schools, from the lowest primary to the graduating class of the high school, which will be of great service to many who are in doubt about what should be put into such courses. It is hoped that the discussion of Truancy and Truant Laws will result in an effort to secure legislation on the subject. The evening lectures promise to be unusually instructive and interesting. The illustration of philosophical method with a class of deaf and dumb pupils will afford to many a rare opportunity to see what can be developed in those to whom some of the avenues of the soul are closed, and will give courage and skill to many who have almost reached the limit of their ingenuity. The lecture on Chinese Education and Government will be of special interest, as the lecturer has been in their country for six years and become well acquainted with their laws and customs. Every effort has been made to make the meeting one of rare profit to those who will attend. The hotels promise cheap entertainment, and those who prefer to be more retired can be accommodated at private boarding houses at very low rates. See programme in another column.

GERMAN IN THE DISTRICT SCHOOL.

This study had become much neglected in some of the schools, for the want of a careful supervision and suitable accommodations, and on account of its interference with the other studies of the pupils. . . . In order to remedy these evils, and *extend the privilege and benefit of this study to all the children whose parents desired them to be instructed therein*, the (German) committee changed the system of teaching, *from the teaching to a separate German class, instructed in a small room to the*

introduction of the study into all the rooms of the respective grades, the same as all other branches of education therein pursued. *The working of this plan proved to be a great success*: the other studies could now go on without being constantly interrupted by the departure of the scholars for the German class room, as was heretofore the case. *Report of Committee on German, in the Sixteenth Annual Report of the Board of Education of Chicago.*

The above extract speaks for itself. It admits that German interfered with the English studies of those pupils who pursued that language. Leaving their rooms to go the German class room, they lost the English recitation in progress at that time, and those who did not have this special study soon left behind the few who did; and this constitutes the interference. It was for this cause that pupils dropped the study as soon as they felt the impediment: hence it was an "evil" to be remedied. The other "evils," "want of careful supervision and suitable accommodations," are more imaginary than real. Instruction in one class room can be supervised much more easily than when given in several rooms, and if there has not been careful supervision hitherto, much more, with the same effort, will the supervision under the new plan not be careful. It is true that some of the class rooms were small, but they were large enough to accommodate all pupils who did study it under the old plan, and all studied it who desired to do so. It is also true that in one or two of the buildings, the halls were warmed and otherwise made comparatively comfortable for the occupancy of the German classes, no doubt sometimes inconvenient, but as good, as roomy, and as comfortable as some of the class rooms for English studies in at least four schools. We see in these things, then, no greater "evils" than are quietly endured by those instructed and instructing in English, and upon whom little or no thought or care is bestowed. But granting them to be evils, it is only changing their location by adopting the present plan, for while the few German classes and teachers are now possibly the better accommodated, all the rest are incommoded by it, and it seems only fair that the great majority, pursuing their regular duties, should not be interrupted by the few who are enjoying the privilege and benefit of a special and additional study. It is evident, therefore, that the "evils" are confined to the interference of German with other studies, which took from it so many pupils.

But from the extract we infer that it no longer interferes, that pupils will progress as rapidly and thoroughly in their other studies with it as without it. This simply means that no other recitation is lost by those studying German, and hence that the time of the German recitation is lost by those who do not study it. This is the same point on which we commented last month, but as the committee endorse the new plan and thus the great injustice of it toward the large majority of the pupils in our schools, we feel as though its expose ought to be emphasized and fully understood.

One other point strikes us as somewhat singular. It is said to be of great advantage to the pupil to study this language, even though he can remain in school but a year or two; he will in that time, it is said, obtain a knowledge of it that will do him vast good—introduce him into a broad field of thought and sentiment not embraced in the English

tongue—and hence no pupil is asked how long he can attend school, but all are urged to study it, and many do, therefore, who do not even dream of finishing the grammar course, much less the High School. It is, however, generally believed that no foreign language can be acquired for practical use from book and teacher in less than from three to four years, and it is a noted fact that the graduates of the High School make poor work of conversation in the German or French after studying it constantly for four years. Moreover we find in the report of the Special Committee on Modern Languages, the following:

“It would be of great advantage to the pupils entering the High School with the intention of there studying German, to have had at least two years preparatory study of that language in the Grammar Schools. Then the student would be enabled to graduate from the High School with a *practical knowledge* of that most useful of the foreign languages.”

That is, four years' study of German in the High School under a most accomplished and successful teacher, as this Special Committee declares, does not give a *practical* use of the language; it requires six years according to his computation to do that. How many pupils in the district schools could have been induced to begin the study of German, if told that they could not obtain a practical knowledge of it in less than six years? How many parents would have said yes to the entreaties of their children and others to pursue this language, had they been told this fact in connection therewith? And what would have been thought of the person who had told them this fact while they were being urged to begin the study of German? We hope that there will hereafter be no misunderstanding on this point, that to be of any use to pupils, German must be studied at least six years, and that none will, in any way, be induced to study it till they and their parents have been informed of the time it takes to acquire a practical knowledge of it. If those intending to pursue it in the High School should begin it two years before entering that school, it would be when they enter the second grade of the grammar school. We find from the report of the Superintendent that only one-third of the pupils who pass through the lowest grammar grade, reach the second grade, and that but little over one-half of those who pass through the second grade reach the high school, and less than one-sixth of those entering the high school graduate, making the graduating class about two per cent. of the number passing through the lowest grammar grade. But there are about twice as many in the tenth grade or lowest primary as in the fourth or lowest grammar grade; hence the graduating High School class is about one per cent. of the number annually entering the lowest primary grade. And of the number graduating, not more than one third study German. The proposition therefore is to put German into the district schools, interfering with all other studies, of all the pupils, for the sake of having one third of one per cent. of the number annually entering the district school obtain a practical knowledge of that language. And to those who do not obtain a practical knowledge of it, or study it six years there is no advantage whatever.

There are other points that deserve notice, but our space forbids.

CHICAGO PRINCIPALS' ASSOCIATION.

The President (Superintendent) spoke of the necessity of attention to all the exercises of the association. Some tenth grade teachers had used the first reader in regular class work, which should not be done; pupils should have them in the grade only long enough to learn how to hold the book and find a required page. A disposition to go beyond the requirements of the graded course was observed in other grades also, was commented on and regretted. Arithmetic especially he found taught beyond the grade in several instances. That pupils like it is no reason for doing so; the time should be spent on other branches and the pupils kept less time in any one grade. In fifth and sixth grades they should have practice in working examples on their slates without giving reasons; it is results that are desired here. Writing with pen should not be introduced into the seventh grade, even though there may be sixth grade in the same room. In all cases where permits for music are granted, the child should be marked dismissed, excused; if away longer than one-fourth of a day, they are to be marked absent, and are not to be asked to make up the lessons lost by such dismissal. It was suggested that when a child was in the habit of playing truant, he should be marked left, but kept in school as a punishment. It was decided that the principal should fill out the card of transfer or not sign it till properly filled by a teacher.

Upon the question of increasing the efficiency of our primary schools, Mr. Kirk said that department needed the best teachers; it should have closer supervision on the part of the principal; he should be relieved of class duty in first grade that his time might be given to this work, as there is no way to make the school a unit except by the supervision of the principal; that there should be less collective and more individual work done by the teacher; and a more careful study of the needs of each pupil and the way to reach them.

Mr. Hanford suggested the extension of the normal course one year, and that the principal be relieved of class duty and become more of a normal instructor.

Mr. Belfield thought the number of pupils to each teacher should be lessened; that teachers did not hold their classes long enough upon one point before going to the next, and hence complained that they forgot each day what they learned the day before; that we have too many written exercises, and not enough of oral examinations.

Mr. Cutter thought that teachers should have a good, general knowledge and some experience; the principal should have more time, and the number of pupils to a teacher lessened.

Mr. Baker concurred in these suggestions and thought teachers should feel more interest in their work, should become more enthusiastic; they should not teach simply to promote a large number, nor make great effort simply for examination; institutes should be held for their benefit and made voluntary; instruction in theory and practice should be provided them.

Mr. Sabin said that teachers should not feel it a promotion to go from a lower to a higher grade, but the opposite.

Mr. J. H. Broomell thought the salaries of primary teachers should not be lower than those of others; they should be paid according to service rendered; institutes should be made voluntary.

Mr. Crosby, of Davenport, Iowa, thought too much written work deleterious; and intimate acquaintance should exist between principal and pupil which could be effected only by oral examination; written work separates; a record of the needs and defects of character, ability, and accomplishment of individual pupils would help the teacher to adapt her instruction to them most successfully; there should be increase of their salaries, and a feeling that it is promotion to go to lower instead of higher grades.

Dr. Willard thought teachers should confine their labors to their grade and have greater knowledge of human nature.

Mr. Stowell said that teachers are too often satisfied with a knowledge of what they have to teach: institutes should be held for their instruction.

Mr. Slocum thought mistakes sometimes occurred in placing new pupils in the grades, and also in examinations which should be conducted in part through the teacher.

Mr. G. D. Broomell said, reduce the number of pupils to a teacher, give another year to the normal course, and have teachers feel that those who do not have an interest in their work are not to be retained.

The subject of establishing a truant school will be considered at the next meeting.

EDUCATIONAL INTELLIGENCE.

CHICAGO.—At a recent meeting of the Board of Education, Graded Songs Number Six was adopted for the High School. Drawing, which has been in the schools as a regular branch of study for little more than a year, was discontinued as now taught. The names of the Forest Avenue and Larrabee Street schools are hereafter to be called Douglas and Lincoln schools respectively. The salary of the clerk of the Board was raised from \$2,000 to \$2,200, the same as that of principals of Grammar schools. Teachers, having fourth and fifth grades, are to receive grammar pay, provided the number of pupils in the grammar grades would include them in the grammar department, giving forty-eight pupils to each teacher. Substitute's pay is to be deducted from the salary of principals and head assistants, when absent from sickness for a less time than two weeks.

From the Sixteenth Annual Report of the Board, we find that the total expense of public school department for the year ending July 1, 1870, was \$715,347.38, including permanent improvements to the

amount of \$156,657.55. The average number of pupils belonging to the High School for the same year was 496; to the Grammar schools, 25,258; total, 25,754, making the cost per pupil about \$24.49, exclusive of permanent improvements. The percentage of attendance for the year was 96.4. The number of pupils entering the High School from all the schools in the city was 352; entering the Normal department, 33, making a total of 385. The graduates of the High School numbered 44, and of the Normal, 18; 10 of the former were boys and 34 were girls. There were 3,218 suspensions for absence, and 446 for misconduct. What is to become of these whom public opinion encourage to resist school authority, and who in consequence are turned into the street, to the irreparable injury of themselves and all with whom they do or will come in contact? Besides the number is increasing; this year there were 86 more than last, a very large percentage on the increase of school attendance. If a High school be needed for graduates from the Grammar schools who number less than 400, ought not some place to be provided for the 446 whose presence in school is too corrupting to be tolerated? Is their influence less pernicious in the street than in the school?

The President of the Board does not recommend the appointment of sub-masters, nor the exclusion of the Bible from the schools. The Superintendent says that for more than ten years there have been sixteen places open for male teachers, but five of which have been permanently filled. "Other more lucrative fields of labor have invited away eleven of the sixteen. Our schools should, if possible, secure the benefits of large experience gained at their cost, and not permit other less important fields to take away our best material. Some inducements stronger than now furnished should be held out to those who would gladly make teaching their life work." Of the teacher's work he says: "Relatively too much stress has been laid upon the ability of the child to stand the test of an examination in Reading, Writing, and Arithmetic—too little upon his ability to meet the hard work of life with a resolute will, self-reliant and patient; to be truthful when falsehood may seem more profitable; to be polite in the midst of boorishness; to be kind, considerate, and benevolent when tempted by love of ease to be selfish and avaricious; to defend single-handed, if need be, the right against the thousand advocates of wrong. He must think more of the man developed by the effort made in the acquisition of learning, than of the learning acquired."

Superintendents Rickoff, of Cleveland, O., Hancock, of Cincinnati, O., Harris of St. Louis, Mo., and Alcott, of Jacksonville, Ill., recently met in this city to investigate and examine our system and its workings, to compare notes, and to discuss theories and practices here and elsewhere seen. It is hoped that our schools will be profited by their visit, as they mean to surpass us if possible (so they said) by profiting both by our defects and excellencies. We hope it will be more by the latter than the former.

BOSTON.—An annual meeting of the Primary teachers of the city, was held on the afternoon of October 14th, at the hall of the new Rice School, in answer to a call from Hon. John D. Philbrick, Superintendent of Schools. Nearly all of the three hundred and twenty-five Primary

teachers were present, while upon the platform were seated the masters of the grammar schools, and several members of the School Board.

Mr. Philbrick informed the ladies that during the past six months there had been about 15,000 pupils under their charge. He spoke of recent visits to many of their schools, and commended the reading, to which he had listened, remarking that pupils in the third class would now read as well as did those of the first, ten years ago, and that the poorest now found would have been considered *good* at that time. He stated that in his opinion Dr. Leigh's system had generally been a success, where it had been tried. In some classes the children would now accomplish in six months what formerly, under the old system, was the work of a year and a half. He urged the teachers in their attempts to give their pupils a knowledge of arithmetic, not to spend too much time in drill upon the tables, and commended those whom he found giving practical examples, illustrating them by the use of blocks, beads, pebbles, &c. The fear was expressed that Object Lessons, as such, were too much neglected. While he would not carry them to the extent urged by many, or as laid down in the "Oswego Ritual," yet they should find a place in every day's programme. Having extended his practical suggestions for an hour or more, Mr. P. introduced Mrs. C. A. Barry (formerly Mrs. Carey), the gifted singer, just returned from a tour abroad, who favored the teachers with a most pleasing song.

Mr. A. J. Mundella, a member of the British Parliament and a friend of Tom Hughes, was then presented and received with applause. He expressed his delight in being present, and stated that no name was more familiar to the friends of educational reform in England than that of Mr. Philbrick. In July last, they had passed a law in Parliament after a hard struggle, making provision for the education of every child in Great Britain. Mr. M. had studied the schools of Germany for twenty years, and they had made wonderful progress. America had the finest school houses in the world, and he was delighted to see that every pupil was here individualized, each child having his own desk and chair. Such a thing was unknown across the ocean, but we could learn some things from Germany. Their provision for rendering education universal was better than ours, since the law compelled a regular attendance of each child for *eight* years. The school board there has the power to fine or even imprison the parent who neglects to keep his child in school at least three hours a day for forty-eight weeks in a year. In many journeys through that country he had, again and again, questioned children as he found them in the field or by the road side, and he had never yet found one ten years of age who could not read and write. The speaker then described the method there employed of teaching geography, and commended their constant use of the blackboard in presenting this branch. In Germany every child pays for his education about five cents per week. His advice to America was not to let the parent be the judge as to whether a child should attend school or not. She must, if true to herself, compel the education of every one. In closing, he asked God's blessing upon the teachers of America. The address was one of the deepest interest.

Dr. Woolworth, Secretary of the Board of Regents of the University of the State of New York, and Chas. L. Flint, of the Boston School Board, briefly addressed the meeting, after which Mr. Philbrick made a few more practical remarks, urging the teachers to study the "Rules and Regulations," to have a time table for every day's work and adhere to it as far as possible; to have short exercises and many of them, to teach but half of the class at a time, and lastly, to give close attention to the temperature and ventilation of their rooms. The meeting was full of interest, and its influence must be felt in every Primary school-room during the year.

At a meeting of the School Board held Nov. 8, James W. Webster was elected master of the Hinecock school, and E. Frank Wood, sub-master, to fill the mastership of the Quincy school. Mr. Webster was formerly a teacher in Concord, N. H., and for several years has occupied a position as sub-master in the Presscott school. Mr. Wood taught formerly in Milton and Dorchester, and for several years has been a successful teacher in the school of which he is now to have charge.

It is expected that Reuben Swan, who for many years has been the honored master of the Wells school, will resign his charge into younger hands, upon the first of January, 1871. R. C. Metcalf, master of the Adams school, who seeks a transfer, and Rodney G. Chase, sub-master in the Dwight, are supposed to be the most favored candidates for the vacancy, should it occur.

The committee on the Girls' High and Normal school are considering a project for making the High and Normal departments district schools. At present there is little of the *normal* in theory or practice connected with the school, and it is proposed to make it in name what it is in fact, a High school; and establish a Normal school which will be a credit to the city.

During the past few winters the subject of evening schools has received the special attention of the school board and a standing committee, under the chieftainship of S. Arthur Bent, has had in successful operation several schools in different parts of the city. Last winter an evening High school was started as an experiment. The interest manifested, and the results obtained were such that on November first of the present year, a school was opened in the building made vacant by the transfer of the girls' High and Normal school to their new house on Newton street. To the surprise of all, nearly *five hundred* pupils presented themselves on the first evening, as candidates for admission to its privileges. Some of the most accomplished teachers in the city are enrolled among its instructors, and the results of the winter's work can not fail to gratify those who have labored so earnestly for its establishment.

The re-organization of the Boston Latin School, and the course of instruction adopted for it, have necessitated the appointment of additional teachers. Five gentlemen have been added to the corps, with the rank of Master, salary, \$3,000. The Principal ranks as head-master and receives a salary of \$4,000. The teachers appointed are Geo. W. Pierce, sub-master in the English High school; J. G. Dearborn, sub-master in the Lyman school; Geo. W. Minns, formerly of San

Francisco and more recently a candidate for the head-mastership of the English High, and Girls High and Normal schools; John S. White, a recent graduate of Harvard and a young gentleman of fine promise, and A. H. Buck, formerly of the Roxbury High School and a teacher of long and successful experience.

Head-masters of High schools receive a salary of \$4,000; sub-masters of High schools, \$3,000; masters of Grammar schools, \$3,000; sub-masters of same, \$2,400; ushers, \$1,700; head assistants (female) in Normal schools, \$1,500; other assistants, \$1,000; master's assistants (female) in Grammar schools, \$900; head assistants in Grammar schools, \$800; other assistants in Grammar schools, \$700.

MASS. TEACHERS' ASSOCIATION.—The meeting commenced Thursday evening, Oct. 20, and continued till Saturday noon. Friday was the great day, when over four thousand teachers were present, filling three large halls at the same hour. The two features of the occasion which especially contributed to its success, were: 1st. Sectional meetings, the high, grammar and primary teachers convening each by themselves; and, 2d. Short, practical papers, instead of the long lectures which dealt in generalities, and the windy discussions so common a few years ago.

ILLINOIS.—At a recent county Institute the word *erysipelas* was misspelled by fifteen teachers in a class of forty-four. It was spelled in twelve different ways.

DU PAGE COUNTY.—Institute was in session at Wheaton, October 18, 19, and 20. Different modes of teaching different branches were discussed, at some length. Mental arithmetic received a good degree of attention, also phonics and elocution. Prof. E. Whipple of Wheaton College, spoke on physical geography, recommending recitation by topic very highly. A number of questions on geographical subjects were discussed with profit. President Blanchard made some very interesting remarks on the common schools of yesterday and to-day. Rev. O. Adams (of Adams, Blackmer, & Lyon, Chicago), lectured one evening, on the Qualifications and Duties of a good Teacher. I trust his words will not be lost or laid by on a shelf, but be put into practice in the daily teaching of every one of us. A few essays were read, most of them abounding in truths of weighty import, none of them flat or insipid. "Order in the School Room," "Practical Education," "The Teacher's Work," were some of the subjects. Miss F. H. Churchill, of Chicago, was present and gave some instruction in the art of reading, and in one or two other branches. She drilled us some on the use of the lungs in speaking and reading, and we only wish that the cramped-up school ma'ams, bent-up professors, and doubled-up students in our country could hear and practice the truths she made so plain. Miss C. also gave a public reading one evening. Our institute was favored in having for director so cool, calm, and efficient a gentleman as our county superintendent, who possesses the power so few possess, of making people easy in his presence. Our work is a noble one, and we must not forget that we are to reach the *mind* and *heart* of the pupil. Not merely to make the boys all think they can be Presidents, and the girls Senators' wives, but to lead them to realize what a blessed thing it is to be that noblest work of God, AN HONEST MAN!

FANNIE E. TOWNSLEY.

MONTGOMERY COUNTY.—The County Institute met at Hillsboro, October 31st, and continued during the week. Dr. Sewell of Normal assisted in conducting it. The attendance was larger and the interest manifested greater than at any previous Institute in the county.

MACON COUNTY.—The Annual County Institute will be held at Decatur, beginning December 14th, and continuing through the week. A daily programme is announced, and teachers are expected to learn and recite lessons. Prof. Cook of Normal, Prof. Jack, and Supt. Gastinan of Decatur, will assist in conducting and instructing the Institute.

OGLE COUNTY.—The County Principals' Association met at Polo, November 25th, and discussed Graded Schools—their greatest needs, and how to grade the schools? Examinations—their object, and how conduct them? and Music—why, and how much?

ASHTON.—Our Institute, just closed, was, in some respects, the most successful one we ever held in the county. One hundred and twenty teachers were in attendance. Fifty-four entered the class for examination, thirty of whom received certificates, six first grade. Dr. Edwards and Prof. Metcalf, of the Normal, and Miss Churchill, of Chicago, together with some home talent were our instructors. The citizens of Ashton covered themselves with glory in providing so bountifully for the comfort and happiness of all present. At this Institute was dedicated the new school-house in Ashton, built of stone, four stories high, furnished complete, costing \$20,000.

KANE COUNTY.—An Institute will be held in Geneva, commencing Wednesday, November 30, and continuing three days. A programme is announced for each day that will give the teachers drill in every day work of school. The essays are, for most part, confined to the evening. Miss Churchill, of Chicago, will assist and entertain by her reading and elocution. Superintendent Charles urges all teachers to be present, as no time is lost by the teacher while in attendance. The citizens offer free entertainment.

IOWA.—From the annual report of the Secretary of the Board of the city of Dubuque, we learn that there were between the ages of five and twenty-one, males, 3050; females, 3405; total, 6455. Average attendance, 2,207. Number of male teachers, 6; female, 61. Number of school days in the year, 200; months, 10. Average salary of male teachers, per week, \$31.25; females, \$9.74. Average cost of tuition per pupil, for the year, \$7.18. Total cost of school department, \$41,227.11, of which only \$6,896.42 was from the State department.

NEW YORK.—During the year 1869, there were licensed in the State 28,310 teachers, 4,992 of whom taught in cities. The average salary in cities \$642.87; in rural districts, \$257.86. There were in the State 1,463,299 children between the ages of five and twenty-one, 998,664 of whom attended the common schools, with an average daily attendance of 468,421. Number of male teachers employed, 6,230; female, 22,080. Total cost of public education, not including aid to orphan asylums and other charitable institutions, was \$10,107,289.35.

There are eight Normal Schools, which will cost about \$140,000 annually. The Superintendent questions the value of these to the State, as the only requital will be the services of the graduates of which there is only a promise, expressed or implied, assumed by those entering the school. Some space is given to the question of abolishing the Board of Regents of the University, and establishing a State Board of Education to have "general supervision of all the public schools, academies, and colleges in the State, and with the administration of the laws relating to them," but he thinks the present system preferable.

We regret that several superintendents have failed to send us their report of attendance for October. It is to us a matter of great interest to compare different towns in respect to their school attendance, as it is some indication of public sentiment in them. There are always some local circumstances that occasionally effect the entire school population, but these are understood and should not deter any from sending their reports. We give below a statement of attendance for October as far as sent us.

LOCALITY.	No. Pupils Enrolled.	No. of Days of School.	Average No. Belonging.	Ave. Daily Attendance.	Per Cent. of Attendance.	No. of Tardinesses.	No. neither Absent nor Tardy.	SUPERINTENDENTS.
Chicago, Ill.,.....	30,470	20	28,209.4	27,213.8	96.5	5,853	-----	J. L. Pickard.
Cincinnati, O.,.....	23,442	20	22,185.0	21,087.0	95.0	11,437	-----	John Hancock.
Indianapolis, Ind.,.....	5,101	18	4,652.0	4,418.0	94.8	535	2,515	A. C. Shortridge.
Dubuque, Iowa,.....	2,659	20	2,536.0	2,283.0	90.6	-----	-----	Thomas Hardie, Sec.
Peoria, Ill.,.....	2,262	20	2,129.1	1,688.3	93.3	189	885	J. E. Dow.
Racine, Wis.,.....	1,690	20	1,520.0	1,441.0	95.3	234	-----	G. S. Allee.
Decatur, Ill.,.....	1,550	20	1,447.0	1,374.0	95.0	192	725	E. A. Gastman.
East Aurora, Ill.,.....	1,445	20	1,309.0	1,271.0	92.1	191	514	W. B. Powell.
Ottawa, Ill.,.....	1,373	15	-----	-----	97.3	95	838	J. H. Clark, Prin. H. S.
Janesville, Wis.,.....	1,347	20	1,094.0	1,040.0	95.0	348	735	W. D. Parker.
West and South } Rockford, Ill., }	1,152	20	1,009.0	1,028.0	93.0	272	488	J. H. Blodgett and O. F. Barler.
East Rockford, Ill.,.....	916	20	830.0	768.0	91.0	235	306	Henry Freeman.
Litchfield, Ill.,.....	861	18	717.0	685.0	96.0	34	-----	B. F. Hedges.
Beloit, Wis.,.....	720	20	628.0	587.0	93.0	75	243	Alex. Keir.
Kankakee, Ill.,.....	718	19	614.0	573.0	93.3	370	159	A. E. Rowell.
Ottumwa, Iowa,.....	707	20	578.0	549.0	95.1	100	131	L. M. Hastings.
La Salle, Ill.,.....	704	20	613.3	571.7	93.1	160	183	W. D. Hall.
Macomb, Ill.,.....	621	20	594.0	573.0	94.5	133	248	M. Andrews.
Princeton, Ill.,.....	581	22	540.0	520.0	96.3	69	272	C. P. Snow.
West Aurora, Ill.,.....	520	21	486.0	457.4	94.0	114	178	F. H. Hall.
Cairo, Ill.,.....	517	21	470.0	431.0	91.0	33	201	H. S. English.
South Dixon, Ill.,.....	512	18½	480.0	440.0	94.0	193	159	E. C. Smith.
Normal, Ill.,.....	378	20	361.0	348.0	96.4	37	209	Aaron Cove.
North Belvidere, Ill.,.....	337	21	314.0	306.0	97.0	37	170	H. J. Sherill.
North Dixon, Ill.,.....	244	20	183.0	173.0	94.4	112	50	J. V. Thomas.

PUBLISHER'S DEPARTMENT.

With this number many subscriptions expire. Subscribers will confer a favor upon the Publisher by forwarding their subscriptions as soon as possible.

The liberal offers which we have made for clubbing will enable our friends to secure prizes which will be of permanent value.

Please forward subscriptions at once.

BOOK NOTICES.

Companions of My Solitude. By Arthur Helps, Author of *Friends in Council*, &c. Roberts Brothers, Boston. For sale by the Western News Company, Chicago. 12mo. pp 276.

The author is well known in this country by some of his former works,—“Friends in Council,” “Realmah, &c.,” “His Companions,” are thoughts upon social topics which he expresses in his usually attractive manner. The whole book is characterized by clear and sensible views of many of the social questions that are now agitating the public mind, and it would do every intelligent person good to come in contact with his catholic spirit and the plain truths he utters.

Smith's Condensed Etymology of the English Language. By William H. Smith. A. S. Barnes & Co., New York, and Chicago. 12mo. pp 195.

Our language is composite, the Anglo-Saxon, Latin, and Greek predominating in ordinary speech. But several other languages have given it greater scope by affording it many new words. This work embraces most of the words used in our every day life, showing the formation of derivatives and giving their meaning. It does not stop with those of Latin and Greek origin, but gives a great number of Anglo-Saxon words which are the foundation of our language. It is intended as a text book for pupils, and is calculated to be of service in enlarging their vocabularies and enriching their speech. The subject should not be postponed till pupils are old and intelligent enough to use such a book successfully, but from the time they begin to read till they complete their school days, the study of words by derivation should be constantly practiced.

Physical Geography. By S. S. Cornell. A. Affleton & Co., New York. 4to. pp 104.

This is the highest and most recent book of the Cornell series. The following points are noticeable: 1st. It is beautifully printed upon excellent white paper. 2d. It contains but one hundred and four pages; there is little that could be omitted. 3d. It is profusely illustrated. 4th. It is scientific, and so far as we have been able to examine it, correct. Its statements are, for most part, concise, and generally well worded. The physical map of the United States is excellent, and the chapter on the Physical Features of the U. S. adds to the value of the book to American children.

Natural Philosophy. By S. A. Norton, A. M. Wilson, Hinkle & Co., Cincinnati. 12mo. pp 468.

It is not always an easy matter for an author to select the facts and principles of a science that should appear in a text book for students generally; the presentation of subjects after selection is often much easier. It cannot be expected that the treatment of subjects will be exhaustive in a work of this size, but the author evidently feels at home in this department of knowledge, is clear and simple in his statements, employs familiar experiments, and has made an attractive book. In the appendix he gives a few pages of problems to test the acquisition of the student. The book is well printed on excellent paper and presents an attractive page. The mechanical part leaves nothing to be desired.

White's Graded School Series of Arithmetics. By E. E. White, M. A. Wilson, Hinkle & Co., Cincinnati.

This series consists of three books, the Primary, Intermediate, and Complete Arithmetic, a commendable feature. In the Primary the idea of number is developed from visible objects; in the others the author gradually develops the conception of abstract numbers. This is the natural order and is adhered to. The combination of mental and written arithmetic is a good feature. The inductive method, or that of deriving a general law from sufficient data is followed throughout. Had the general law or rule been omitted and the pupil required to deduce it from his practice of arithmetical operations, it would have pleased us better. Had the multiplication and division tables been as philosophical as the rest it would have increased their value. Six eights are forty-eight, and there are four sevens in twenty-eight seem to us to be the true expressions. The Intermediate omits decimals and percentage, an error we think, while the Complete very

properly places duodecimals, the progressions, allegation, and some other infrequently used operations in the appendix. The omission of answers in each book is worthy of praise: few authors have dared to do so wholly. The series merits popular favor.

The Normal Grammar: Analytic and Synthetic—Illustrated by Diagrams. By Stephen W. Clark, A. M. A. S. Barnes & Co., New York and Chicago.

This work contains so much of the same matter that was in the author's former grammar that it is substantially a revision of it. It is printed on fine tinted paper, and is an attractive book. The principal feature is the diagram by means of which analysis is represented to the eye. It is a valuable feature of the book, but it is questionable whether it does not contain a fundamental error. According to it, the sentence has three principal parts—subject, predicate, and object, but to our view there are only two—subject and predicate. Otherwise we commend the visible analysis. We think his definitions might, in some cases be simplified and improved. Instead of saying "Gender is the modification of such Nouns and Pronouns as, by their form, distinguish the sex," why not say "Gender is that change of form of nouns and pronouns which distinguishes the sex?" The same may be said of many others. We notice, too, a very prodigal use of capitals, which is a great defect. The book is "Analytic and Synthetic," but we found very little synthesis in it. We notice that orthography and prosody are considered as a part of grammar, but we think they have nothing whatever to do with construction of language, except that punctuation depends on construction; and instead of being placed in the back part, why should it not precede synthesis, at least to some extent, that it might be used whenever sentences are framed? We hope to live to see some book on this subject that will actually meet the wants of those who are trying to obtain a knowledge of the English language.

We welcome with pleasure to our table that excellent monthly, *Old and New* (Roberts Brothers, Boston). Its articles are of medium length and never tedious. No one can mistake its position on many of the prominent ideas of the day. The name of the editor, Edward Everett Hale, is assurance that its numbers will be readable. Subscription, \$4.00 per annum.

The *American Agriculturist* (Orange Judd & Co., New York), is a necessity to the farmer and a welcome guest to his wife. Its hints and suggestions about all kinds of farm and household labor are most valuable. It is a wonder that so much good advice and information for the farmer can be collected every month. Subscription, \$1.50 per annum.

The *Prairie Farmer* (Prairie Farmer Co., Chicago), is a well conducted agricultural paper, and deserves the patronage of all who would succeed in grain or stock culture. It is the best agricultural paper in the West. Subscription, \$2.00 per year.

Scribner's Monthly (Charles Scribner & Co., N. Y.) promises to be one of the most readable of the monthlies. Dr. Holland who conducts it is a favorite with everybody, and his pen will not be less attractive and sensible than hitherto, if we may judge by this number. It is not difficult to select his work, for his style is positive and marked. The magazine will become a general favorite. \$3.00 a year.

BOOKS RECEIVED.

Schuyler's Complete Algebra, pp 368. Wilson, Hinkle & Co., Cincinnati. O.

Schuyler's Logic, pp 168. Wilson, Hinkle & Co., Cincinnati. O.

Cole's Institute Reader, pp 360. Wilson, Hinkle & Co., Cincinnati. O.

Philips' Day School Singer, pp 168. Wilson, Hinkle & Co., Cincinnati. O.

French's Mental Arithmetic, pp 179. Harper & Brothers, New York.

Stoddard's Combination Arithmetic, pp 380. Sheldon & Co., New York.

Hutchinson's Physiology and Hygiene, pp 270. Clark, Maynard & Co., New York.

Crosby & Sudlow's First Lessons in Language and Composition, pp 132. Griggs, Watson, & Day, Davenport, Iowa.

Worcester's Comprehensive Dictionary. Brewer & Tilton, Boston.

Webster's New Counting House and Family Dictionary. Ivison, Blakeman, Taylor & Co., New York and Chicago.

Lockyer's Astronomy, pp 312. D. Appleton & Co., New York. For sale by Keen Cook & Co.

Smaller History of English and American History, pp 374. Sheldon & Co., New York.

ILLINOIS STATE TEACHERS' ASSOCIATION.
SEVENTEENTH ANNUAL MEETING,
TO BE HELD AT SMITH'S OPERA HOUSE, DECATUR, ILL.,
DECEMBER 27, 28, and 29, 1870.
ORDER OF EXERCISES.

TUESDAY, DEC. 27th.

- 10.00 A. M. Opening. 10.30. Address of President, Thomas H. Clark. Business.
 2.00 P. M. Educational Fallacies: Richard Edwards, LL. D., Normal University.
 2.50 P. M. Discussion. 3.20 P. M. Recess.
 3.30 P. M. Museums as an Educational Force: Prof. A. H. Thompson, Normal.
 4.00 P. M. Discussion: S. H. Peabody, Chicago High School, E. P. Frost, Springfield High School.
 7.00 P. M. Education in China.—The land where none but Graduates hold office: Rev. W. P. Jones, Prof. N. W. Female College, late U. S. Consul at Shanghai.

WEDNESDAY, DEC. 28th.

Association divides into Sections. High School Section at High School Hall, E. A. Gastman Decatur, Chairman.

- 9.00 A. M. Opening Exercises.
 9.15 A. M. Course of Reading for High School: H. L. Boltwood, Princeton High School.
 9.50 A. M. Discussion: Henry Freeman, Rockford, Wm. M. Baker, Industrial University, and others.

10.30 A. M. Recess.

- 10.40 A. M. Course of Arithmetic for High School: Thomas Metcalf, Normal University.
 11.10 A. M. Discussion: Prof. Moore, Charlestown, E. C. Smith, Dixon, and others.

Intermediate Section at Smith's Opera House, G. G. Alvord, Freeport, Chairman.

- 9.00 A. M. Opening Exercises.
 9.15 A. M. Course of Reading for Intermediate Schools: E. A. Gove, Normal.
 9.45 A. M. Discussion: Supts. Wedgwood, La Salle Co., Wells, Ogle Co., and others.
 10.30 A. M. Recess.

- 10.40 A. M. Course of Arithmetic for Intermediate Schools: H. J. Sherrill, Belvidere,
 11.10 A. M. Discussion: Supt. Charles, Kane Co., Prof. Bemis, Rock Island.

Primary Section at First Baptist Church, W. W. Wilkie, Oak Park, Chairman.

- 9.00 A. M. Opening Exercises.
 9.15 A. M. Course of Reading for Primary Schools: Miss F. E. Lindsley, Aurora.
 9.45 A. M. Discussion: M. Andrews, Macomb, J. W. Fuller, Lacon.
 10.30 A. M. Recess.
 10.40 A. M. Course of Arithmetic for Primary Schools: O. T. Snow, Batavia.
 11.10 A. M. Discussion: A. J. Sawyer, Sandwich, Wm. Jenkins, Ottawa, and others.

GENERAL MEETING.

- 2.00 P. M. The New Constitution.—Its Relation to the School System: Hon. Newton Bateman.
 3.00 P. M. Philosophy of Education as developed with the Deaf and Dumb: P. G. Gillett, Institution for Deaf and Dumb.
 3.45 P. M. Discussion of same. Business.
 7.00 P. M. Character: Miss Mary Ashman, Rockford.
 7.30 P. M. The Suggestive Method: Rev. H. M. Goodwin, Rockford.

THURSDAY, DEC. 29th.

- 9.00 A. M. Opening Exercises.
 9.15 A. M. Truancy and Truant Laws: Geo. W. Perkins, Supt. elect. State Reform School.
 10.00 A. M. Discussion of same: S. H. White, Peoria, John Hull, Bloomington, B. G. Roots, Tamarao, J. P. Slade, Belleville, J. L. Pickard, Chicago, and others.
 2.00 P. M. Course of Study for High Schools: Miss Grace Bibb, Springfield High School.
 3.00 P. M. Educational Items and Reports: J. B. Roberts, Galesburg, Robert Allyn, D.D., Lebanon, and others.

The singing will be under the direction of Mr. E. E. Whittemore, of Chicago, who will also give the Association some drill in elementary school music. It will have its place regularly in the programme.

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The following Railroads will return *Members* who pay full fare in going on their lines, at one-fifth the regular rates, *tickets to be procured before entering the cars, on presentation of proper certificates*: Ill. Cent. at Decatur and Tolona; Chicago, Alton & St. Louis at the offices; Chicago, Burlington & Quincy only at Mendota, Peoria, T. W. & W. Junction and Camp Point; Indiana, Bloomington & Western at Bloomington; Toledo, Wabash & Western at Decatur.

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THE Schoolmaster

PUBLISHED MONTHLY

EDITORS

Prof ALBERT STETSON Normal Ill
I S BAKER Chicago

Nº 31—DECEMBER 1870

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*Rev. W. T. LUCKY, Principal State Normal School, San Francisco, Cal., in a letter
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
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
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
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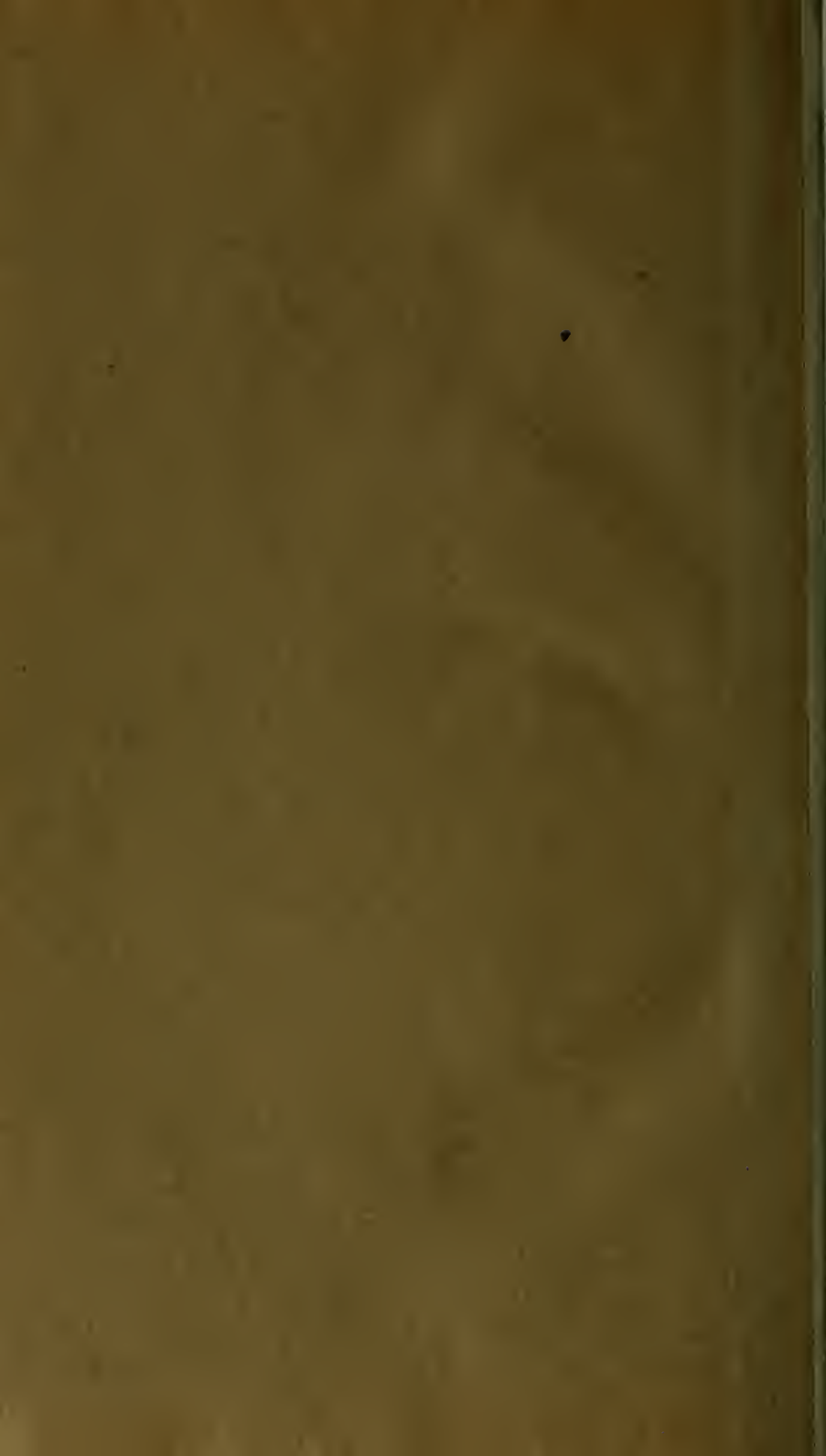
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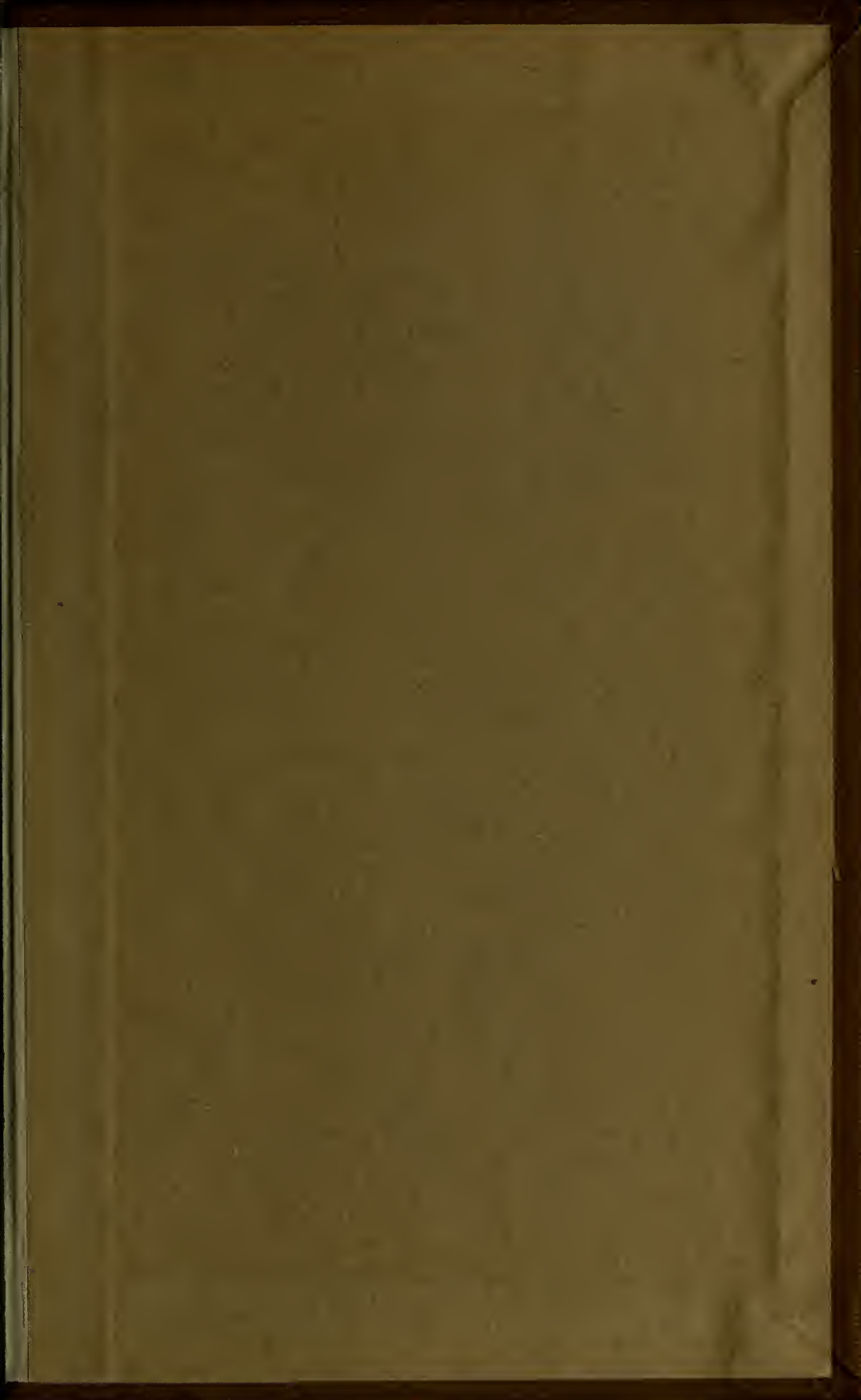
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